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ABSTRACT

A guide for institutions and the sectors of postsecondary education in New York State is presented to assist in the preparation of 1984 master plans. Attention is directed to master plan requirements, 17 issues that need to be addressed in the master planning process, 39 tentative objectives for the 1984 plan, questions related to the tentative objectives, questions related to finance and facilities, and requests for data projections. In formulating 1984 master plans, each sector (e.g., the State University of New York), is requested to address all issues and objectives and to propose strategies or activities that are appropriate for sector-wide action. Each independent and proprietary degree-granting institution is requested to address each objective that is pertinent to its mission, as well as to propose additional objectives and courses of action to achieve the objectives. The issues and objectives pertain to the overall goals of excellence, access, diversity, and effective use of resources. The forms and instructions for reporting institutional or sector data projections are included, and data from previous master plans are presented including statistics on college programs, degrees, enrollments, full- and part-time faculty, revenues and expenditures, facilities costs, student charges and financial aid. (SW)

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THE BULLETIN
OF THE
REGENTS STATEWIDE PLAN
FOR
THE DEVELOPMENT OF POSTSECONDARY EDUCATION
1984

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12230
December 1982

THE BULLETIN
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REGENTS STATEWIDE PLAN
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THE DEVELOPMENT OF POSTSECONDARY EDUCATION
1984

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12230

December 1982

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STATE OF NEW YORK
EXECUTIVE CHAMBER
ALBANY 12224

HUGH L. CAREY
GOVERNOR

December 31, 1982

To the Postsecondary Community:

With this letter we transmit to the leadership of postsecondary education in New York State, and to other interested parties, the Bulletin of the Regents Statewide Plan for the Development of Postsecondary Education, 1984, the "call" for 1984 master plans. The Bulletin is based on an agenda of issues, goals, and objectives to guide institutions and the sectors in preparing 1984 master plans.

The Governor and the Regents have agreed upon seventeen issues which need to be addressed in the master planning process. These issues are at the heart of the attached Bulletin. They have been developed in close consultation with the Commissioner's Advisory Council on Postsecondary Education. This body of college and university presidents, working with executive staff of the State Education Department, have also annotated each issue to provide a context for planning and proposing solutions. In describing the issues they have also made reference to previously proposed solutions. While it would be inappropriate for the Governor to take a position on any solutions at this point in the planning process--indeed he has opposed some of the previously proposed solutions--it is our hope that your analysis and comment on these issues will result in a document which will provide guidance for the State's policy makers.

In addition to the list of issues, the Bulletin contains a list of tentative objectives which have been developed by the Education Department with the advice of the Commissioner's Advisory Council on Postsecondary Education. The Board of Regents has reviewed the tentative objectives and asks for your comments upon them. These tentative objectives will be subject to review by the Board of Regents in light of your comments. Those that are approved by the Board will be submitted to the Governor for review and approval, as part of the 1984 Statewide Plan.

The Regents and the Governor are committed to serious consideration of the problems and solutions which you identify through your analysis of the agenda of issues.

We draw your attention to a change in the timetable for preparation and submission of 1984 master plans. This Bulletin is being issued four months earlier than usual. While individual institutions and the sectors will have the same amount of time as in earlier planning cycles to prepare their plans, the revised timetable will allow staff, the Commissioner's Advisory Council, and the Regents five additional months to review and confer before the Tentative Regents Plan is approved.

We believe that by initiating the process of problem identification at an earlier stage, and by moving up the timetable, we have paved the way for preparation of a plan that will relate to issues of common concern, and will provide a firm basis for action in 1985 and subsequent years.

Signed,

Hugh L. Carey
Governor

Willard A. Genrich
Chancellor

Attachment

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EDUCATION LAW, SECTION 237, SUBDIVISION 2

The regents shall, on or before the twenty-fifth day of April nineteen hundred seventy-one and each fourth year thereafter, request the state university trustees, the board of higher education of the city of New York, and all independent higher educational institutions to submit long-range master plans for their development. Such request shall specify the nature of the information, plans and recommendations to be submitted, shall describe statewide needs, problems, societal conditions and interests of the citizens and discuss their priorities, and provide appropriate information which may be useful in the formulation of such plans.

INTRODUCTION

This Bulletin of the Regents Statewide Plan for the Development of Postsecondary Education, 1984, frames goals, issues, and objectives for 1984 master plans, and provides both advice and specific instructions for the preparation of 1984 master plans by each individual independent and proprietary degree-granting institution (and the consolidated plans prepared by the Commission on Independent Colleges and Universities and the Association of Private Degree-Granting Institutions), the State University of New York, and The City University of New York. It also requests that certain information and projections be included in each master plan, and provides information related to each of the issues identified.

The Regents also have begun a comprehensive Regents Review of Elementary-Secondary Education Goals and Actions. This process will result in the development, in 1984, of a comprehensive plan for goals, objectives, and actions for elementary and secondary education. The Regents 1984 Statewide Plan for Postsecondary Education and the comprehensive plan for elementary and secondary education will be linked.

At the heart of the process of developing 1984 postsecondary master plans are the issues and objectives on pages 11 through 30, below. *The task for all institutions and sectors in preparing their 1984 master plans is to confront these issues and propose strategies to achieve the objectives set.* The State Education Department, the Division of the Budget, and the Commissioner's Advisory Council on Postsecondary Education are agreed that these issues must be addressed in this planning period. The Department and the Advisory Council are agreed that the objectives set for 1984 master plans are pertinent to the issues and appropriate directions for planning. The issues and objectives are intended to provide focus for each master plan; each independent and proprietary degree-granting institution is requested to address each objective (both those from the 1980 Statewide Plan and the new, tentative objectives for 1984) to the extent that the objective is pertinent to its mission, and to identify strategies or courses of action to achieve it. Each institution is also asked to propose other objectives, addressing any issue, that are pertinent to its mission and that are appropriate for individual institutional action, together with strategies to achieve them. The State University of New York, The City University of New York and, in their consolidated master plans for their respective sectors, the Commission on Independent Colleges and Universities and the Association of Private Degree-Granting Institutions, are requested to address <u>all</u> the issues and <u>all</u> the objectives set below, identifying strategies or courses of action to achieve them, and to propose any other objectives, and related strategies pertaining to each issue, they wish, that are appropriate for sector-wide action, and, in the cases of State University and of City University, appropriate for individual campus/college action. The new objectives for 1984 plans are tentative in nature until they may formally be incorporated into the 1984 Statewide Plan by the Regents and approved by the Governor.

<u>Purpose of Planning</u>

The basic framework for long-range statewide planning for postsecondary education is given in Section 237 of Education Law. According to Section 237, <u>the purposes of master planning</u> are to:

a. Define and differentiate the missions and objectives of higher education.

b. Identify the needs, problems, societal conditions and interests of the citizens of the state of New York to which programs of higher education may most appropriately be addressed.

c. Define and differentiate the missions and objectives of institutions of higher education.

d. Develop programs to meet the needs, solve the problems, affect the conditions and respond to the public's interests by:

(1) Setting goals.
(2) Describing the time required to meet those goals.
(3) Identifying the resources needed to achieve the goals.
(4) Establishing priorities.

e. Be in sufficient detail to enable all participants in the planning process, representatives of the people and the citizens themselves to evaluate the needs, objectives, program proposals, priorities, costs and results of higher education.

f. Optimize the use of resources.

g. Evaluate program effectiveness.

Mission

In their 1980 Statewide Plan, the Regents described the mission of postsecondary education in New York State in the following terms:

The Mission of Postsecondary Education

1. Teaching. *The primary mission of the postsecondary system is teaching, endowing individuals with a sense of themselves and the wider world, a capacity to see themselves as others see them and to see the world with a fresh and critical eye, an interest in learning, a commitment to fact and truth, the aesthetic capacity to create and to enjoy, the intellectual capacity to analyze and solve a problem, the moral capacity to judge, and the skills and knowledge required to pursue their chosen careers.*

2. The Extension and Preservation of Knowledge. *New York's colleges and universities should be at the forefront of scientific and humanistic research and creativity. The postsecondary institutions, with their rich faculty resources, their rich library collections, and their cultural and scientific resources, should be masters of the best techniques to create, store, retrieve, and disseminate knowledge.*

3. Service. *New York colleges and universities must serve our communities, State, and Nation. They must train and retrain workers and professionals to keep them abreast of changing technologies in the work place and the advance of knowledge in professional fields. Higher education must apply its research capacities to the social and technological problems of our communities and our society and to the economic redevelopment of New York State and the Nation.*

This statement of the mission of postsecondary education in New York State appears to continue to be pertinent. No change in it is contemplated at this time.

Goals

In the 1980 Statewide Plan, the Regents also set four goals, Excellence, Access, Diversity, and the Effective Use of Resources, toward which postsecondary education in New York should strive and to guide its long-term development. As currently stated, those four goals are:

I. Excellence. *To promote and maintain high quality in all endeavors of each institution, whatever its mission, and institutional autonomy within the postsecondary system as a whole.*

II. Access. *To provide equal opportunity for postsecondary education for all New Yorkers without discrimination on any invidious grounds (including age, race, sex, creed, national origin, geographic location, economic status, or handicapping condition), including the provision of equal opportunity for all who are admitted to postsecondary institutions to complete the courses and programs in which they are enrolled.*

III. Diversity. *To preserve and foster a diversity of institutions and programs to enable choice related to need, interest, and ability.*

IV. Effective Use of Resources. *To achieve the most effective use of resources allocated to postsecondary education, consistent with the State's fiscal condition and the goals of Excellence, Access, and Diversity.*

These goals appear to continue to be appropriate guides for the long-term development of postsecondary education in New York. At this time, no change in them is contemplated.

Objectives of the 1980 Plan

In furtherance of the mission of postsecondary education and the goals of Excellence, Access, Diversity, and the Effective Use of Resources, the 1980 Statewide Plan set 13 objectives to be achieved by 1990. In acting on the 1980 Plan, the Governor accepted ten of the objectives, albeit with conditions or understandings in some cases, took no action with respect to one objective, and did not accept two objectives. The 11 objectives of the 1980 Statewide Plan that were not disapproved by the Governor are included in the statement of issues and objectives for the 1984 Plan on pages 11 through 30, below.

PROCEDURES AND TIMETABLE

Each master plan must be accompanied by a transmittal letter signed by the institution's chief executive officer. Institutions are advised to arrange their internal procedures for development and approval of master plans to ensure that they are formally transmitted in time.

On or before October 28, 1983:

Each independent college that is a member of the Commission on Independent Colleges and Universities transmits two copies of its 1984 master plan, including its responses to the issues and its proposed strategies to achieve the objectives, responses to all questions and requests for projections in this Bulletin, its plans for new curricula, plans for new facilities, plans for changes in policies with respect to student admissions, potential student enrollments, comments on its relationship to other institutions in the State, and expenditure projections of capital and operating costs, to the President, Commission on Independent Colleges and Universities, 37 Elk Street, Albany, NY 12224, and two information copies to the Bureau of Postsecondary Planning, State Education Department, Cultural Education Center, Room 5B44, Governor Nelson A. Rockefeller Empire State Plaza, Albany, NY 12230.

Each independent college or university that is not a member of the Commission on Independent Colleges and Universities transmits two copies of its 1984 master plan, including its responses to the issues and its proposed strategies to achieve the objectives, responses to all questions and requests for projections in this Bulletin, its plans for new curricula, plans for new facilities, plans for changes in policies with respect to student admissions, potential student enrollments, comments on its relationship to other institutions in the State, and expenditure projections of capital and operating costs, to the Deputy Commissioner for Higher and Professional Education, State Education Department, Cultural Education Center, Room 5B28, Governor Nelson A. Rockefeller Empire State Plaza, Albany, NY 12230, and is asked to send, voluntarily, two copies to the Commission on Independent Colleges and Universities as well, at the address given in the paragraph above.

Each proprietary degree-granting institution that is a member of the Association of Private Degree-Granting Institutions transmits two copies of its 1984 master plan, including its responses to the issues and its proposed strategies to achieve the objectives, responses to all questions and requests for projections in this Bulletin, its plans for new curricula, plans for new facilities, plans for changes in policies with respect to student admissions, potential student enrollments, comments on its relationship to other institutions in the State, and expenditure projections of capital and operating costs, to the Executive Director, Association of Private Degree-Granting Institutions, 130 Washington Avenue, Albany, NY 12210, and two information copies to the Bureau of Postsecondary Planning, State Education Department, Cultural Education Center, Room 5B44, Governor Nelson A. Rockefeller Empire State Plaza, Albany, NY 12230.

Each proprietary degree-granting institution that is not a member of the Association of Private Degree-Granting Institution, and each other specialized institution, not chartered as a college, that grants degrees in specific programs, transmits two copies of its 1984 master plan, including its responses to the issues and its proposed strategies to achieve the objectives, responses to all questions and requests for projections in this Bulletin, its plans for new curricula, plans for new facilities, plans for changes in policies with respect to

student admissions, potential student enrollments, comments on its relationship to other institutions in the State, and expenditure projections of capital and operating costs, to the Deputy Commissioner for Higher and Professional Education, State Education Department, Cultural Education Center, Room 5B28, Governor Nelson A. Rockefeller Empire State Plaza, Albany, NY 12230, and is asked to send, voluntarily, two copies to the Association of Private Degree-Granting Institutions as well, at the address given in the paragraph above.

On or before January 31, 1984:

The Board of Trustees of the State University of New York and the Board of Trustees of The City University of New York will each submit to the Commissioner of Education (on behalf of the Regents) a complete 1984 Master Plan, that is in sufficient detail to enable all participants in the planning process, representatives of the people, and the people themselves to evaluate needs, program proposals, priorities, costs, and results; and that includes its responses to all the issues and the strategies it proposes to achieve all the objectives; responses to all questions and requests for projections in this Bulletin; and, campus-by-campus, statements of mission, plans for new curricula, plans for new facilities, plans for changes in policies with respect to student admissions, potential student enrollments, comments on its relationship to other institutions in the State, and (for information purposes only) projection standards and overall expenditure projections for capital and operating costs.

The Commission on Independent Colleges and Universities and the Association of Private Degree-Granting Institutions will each summarize the master plans of its respective member institutions and, to the extent possible, of other institutions in its sector, and will each submit to the Commissioner of Education (on behalf of the Regents) a consolidated 1984 Master Plan for its sector that is in sufficient detail to enable all participants in the planning process, representatives of the people, and the people themselves to evaluate needs, program proposals, priorities, costs, and results; and that includes its responses to all the issues and the strategies it proposes to achieve all the objectives; responses to all questions and requests for projections in this Bulletin; plans for new curricula, plans for new facilities, policies on student admissions, potential student enrollments, comments on relationships among institutions in the State, and overall expenditure projections of capital and operating costs.

The four sector master plans, together with information from individual institutional master plans, data regularly provided to the Education Department by degree-granting institutions, information and projections from other State agencies, and research and projections by the Education Department, will form the basis for the Regents 1984 Statewide Plan and will assist in the formulation of the plan for elementary and secondary education. Subsequent to adoption by the Regents, the 1984 Statewide Plan, including the approved sector plans, will, not later than November 1, 1984, be submitted to the Legislature for review and to the Governor for approval; it comes into effect when it is approved by the Governor and to the extent it is approved by the Governor.

The following timetable will be in effect:

On or before December 31, 1982:	Bulletin of the Regents Statewide Plan for the Development of Postsecondary Education, 1984, issued to all institutions.
January through October 1983:	Master plans developed. Education Department issues research and technical papers.
October 15, 1983:	All completed 1983 Opening Fall Enrollment reports are transmitted to the Education Department's Information Center on Education.
On or before October 28, 1983:	Individual independent and proprietary degree-granting institutions transmit complete master plans.
December 30, 1983:	Target date for informal exchange of drafts of the sector master plans by the central staffs of the State University of New York, The City University of New York, the Commission on Independent Colleges and Universities, and the Association of Private Degree-Granting Institutions, among each other and with the Education Department's Bureau of Postsecondary Planning, before the final sector plans are formally adopted.
On or before January 31, 1984:	Complete 1984 Master Plans are submitted to the Commissioner of Education by the State University of New York, The City University of New York, the Commission on Independent Colleges and Universities, and the Association of Private Degree-Granting Institutions.
February through June, 1984:	The Regents and the Education Department develop the Tentative Statewide Plan in consultation with the sectors and institutions and the Commissioner's Advisory Council on Postsecondary Education, with the benefit of the proposals in the sector plans.

July 1984:	The Regents review the Tentative 1984 Statewide Plan and authorize its release for public hearings.
September 1984:	Public Hearings on the Tentative Statewide Plan. The Department, the Commissioner's Advisory Council on Postsecondary Education,and the Regents review the comments and propose changes deemed desirable.
October 1984:	The Regents adopt their Statewide Plan for the Development of Postsecondary Education, 1984, and, by November 1st, transmit it to the Legislature for review and to the Governor for approval.

MASTER PLAN REQUIREMENTS

The reliability of the 1984 Statewide Plan will be a direct function of the completeness, reliability, and timeliness of the master plans submitted. The institutional and sector master plans prepared in response to this Bulletin will complement planning analyses, research, projections by the Education Department, and development of the comprehensive plan for improving elementary and secondary education. In recognition of the reporting burdens on degree-granting institutions in this State, the Education Department has attempted to condense this Bulletin by requesting that institutions include in their master plans only the most essential planning information and projections. Much of the material requested herein is similar to previous statewide planning requirements. The information, data, and projections requested in this Bulletin do not duplicate the data requested regularly through the Higher Education Data System (HEDS) and the Higher Education General Information Survey (HEGIS); they are not available from any of the forms filed annually with the Education Department.

State University of New York

In addition to campus-by-campus mission statements, information, and projections, State University will submit aggregated information and projections as follows:

Total University
- University Centers
- University Colleges
- Health Sciences Centers
- Specialized Colleges

Sub-total, Four-Year State-Operated Campuses
- Agricultural and Technical Colleges

Sub-total, State-Operated Campuses
- Community Colleges

Sub-total, Two-Year Colleges (Agricultural and Technical Colleges and Community Colleges)

The City University of New York

In addition to campus-by-campus mission statements, information, and projections, City University will submit aggregated information and projections as follows:

Total University
- Graduate Center
- Four-Year Senior Colleges
- Two-Year Senior Colleges

Sub-total, Senior Colleges
- Community Colleges

Sub-total, Two-Year Colleges (Two-Year Senior Colleges and Community Colleges)

Independent Sector

The Commission on Independent Colleges and Universities will submit aggregated information and projections as follows:

Total, Independent Institutions
- Multiversities
- Universities
- College Complexes
- Colleges
- Specialized Colleges
- Engineering and Technical Schools
- Seminaries
- Health Sciences Centers

Sub-total, Four-Year Colleges
- Nursing Schools
- Other Two-Year Colleges

Sub-total, Two-Year Colleges

Degree-Granting Proprietary Sector

The Association of Private Degree-Granting Institutions will submit aggregated information and projections as follows:

Total, Degree-Granting Proprietary Institutions
- Four-Year and Above Institutions
- Two-Year Institutions

The material in the rest of this Bulletin concerns issues institutions should address, according to their respective missions, in formulating or revising master plans. They are intended as guides to the development of those plans rather than as matters to be addressed separately from other concerns. Each institution that operates one or more branch campuses must submit separate schedules and statements for each branch, as well as an institution-wide summary.

Please direct any questions or requests for assistance to the Bureau of Postsecondary Planning [(518) 474-7416].

AGENDA OF ISSUES, GOALS, AND OBJECTIVES

The following chart lists, under the four Regents goals for postsecondary education, 17 issues that the Education Department, the Division of the Budget, and the Commissioner's Advisory Council on Postsecondary Education agree must be addressed in the formulation of 1984 plans. The chart also includes the 11 objectives in the 1980 Statewide Plan that were not disapproved by the Governor, for which achievement is sought by 1990. Finally, the chart includes 39 new tentative objectives for 1984 plans that the Department and the Commissioner's Advisory Council agree are pertinent to the issues and appropriate directions for planning. The new objectives are tentative in nature until they may formally be incorporated into the 1984 Statewide Plan by the Regents and approved by the Governor.

As noted above, in formulating its 1984 master plan, each independent and proprietary degree-granting institution is requested to take into account each issue and to address each objective that is pertinent to its mission and propose strategies or courses of action designed to achieve it. Each institution is invited to propose additional objectives, related to each issue, that it wishes, which may be appropriate for individual institutional action, together with related strategies.

The State University of New York, The City University of New York and, in their consolidated master plans for their respective sectors, the Commission on Independent Colleges and Universities and the Association of Private Degree-Granting Institutions, are each requested to address <u>all</u> the issues and <u>all</u> the objectives (identifying strategies or courses of action to achieve them), and to propose any other objectives and related strategies, pertaining to each issue, that are appropriate for sector-wide action and, in the cases of State University and of City University, any that are appropriate for individual campus/college action.

AGENDA OF GOALS, ISSUES, AND OBJECTIVES FOR THE
1984 STATEWIDE PLAN FOR POSTSECONDARY EDUCATION

I. Goal. EXCELLENCE. TO PROMOTE AND MAINTAIN HIGH QUALITY IN ALL ENDEAVORS OF EACH INSTITUTION, WHATEVER ITS MISSION, AND INSTITUTIONAL AUTONOMY WITHIN THE POSTSECONDARY SYSTEM AS A WHOLE.

A. Continuing Objectives from the 1980 Statewide Plan

1. By 1990 the quality of education in New York's postsecondary institutions will be improved, as indicated by the level of student skills and knowledge demonstrated on performance measures developed or selected by the institutions.

2. By 1990, in the aggregate, the proportion of students completing degree programs in New York's postsecondary institutions will be improved:

   a) in comparison with the proportion completing programs in 1980, and

   b) in relation to the proportion completing programs in other states, as measured by the ratio of degrees awarded in one year to freshman enrollment two and four years earlier.

3. By 1990 the quality of education offered by postsecondary institutions in New York will be improved, as evidenced by their graduates' record of job placement and admission to more advanced levels of study and as measured by the institutions.

   a) For certificate and associate degree programs, the proportions of occupational graduates placed in related jobs and of liberal arts students and graduates who transfer to baccalaureate programs will increase.

   b) For baccalaureate programs, the proportions of graduates admitted to graduate and professional programs or placed in jobs related to their undergraduate programs of study will improve.

   c) For graduate programs, the proportion of doctoral degree-holders placed in academic or non-academic positions broadly related to their educations will improve.

4. By 1990 the quality of New York's colleges and universities will be improved, relative to the rest of the Nation, by the following measures of student choice:

   a) New York will advance its position in the ranking of states by the proportion of students attracted from other states and abroad.

   b) The proportions of National Merit Scholars and Westinghouse Scholars choosing to study in New York will increase.

   c) The proportion of students offered Regents College Scholarships who accept those Scholarships to study at New York colleges and universities will increase.

5. By 1990 the amount and quality of research at New York's colleges and universities will increase to the point that:

   a) New York institutions will account, in the aggregate, for more than 10 percent of all college and university research expenditures in the United States, and

   b) New York's leading research universities will hold or improve their national rankings in terms of research expenditures.

6. By 1990 the quality of instruction and research at New York's colleges and universities will be improved by the following improvements in academic support services:

   a) the library collections of New York (which represent one tenth of the academic library resources of the entire nation) will increase so that New York maintains its current leadership position among the states;

   b) students, faculty, and other researchers in New York's colleges and universities will have total bibliographic access to all academic library resources in the State;

   c) two-thirds of New York's colleges and universities will provide quality library user instruction for their students; and

   d) all students will have access to computers, and training in their use, appropriate to their programs and levels of study.

See also Objective 7b.

B. Issues and Tentative Objectives for the 1984 Plan

Issues

Issue 1.

Preserving the vitality and quality of the liberal arts and sciences along with expanding vocational, professional, and applied programs in a period characterized by high student interest in programs which lead directly to employment and by institutional competition to maintain enrollment.

Because of the difficult economic climate in the State and in the nation, there has been a decided shift of interest by students towards educational programs which prepare them directly for jobs. In turn, colleges and universities, concerned about competition for enrollments from a pool which, while declining overall, is likely to include a growing

Tentative Objectives

Tentative Objectives for Issue 1

1.A In its 1984 master plan, each institution will set forth the courses of action, appropriate to its mission, that it will undertake during the period of this Plan to assure the maintenance of excellence in its academic endeavors, including, as appropriate, the following elements to assure that every student's postsecondary education is both a liberalizing and humanizing one, in the broadest sense, and one that develops the student's scientific and technological literacy:

   a. at each institution that offers study in the liberal arts and sciences, maintenance of strong and meaningful liberal arts programs;

   b. at each professional school, programs that assume a meaningful prior education in the liberal arts and sciences and that build on that base to assure advanced education that liberalizes and humanizes as well as provides professional competence;

number of adults, may tend to increase the trend toward vocationally oriented programs. Are measures needed to ensure and maintain the quality of liberal arts education? If so, what measures are appropriate? Can standards be proposed? Can specific guidance be suggested?

Some colleges and universities have recently been re-evaluating or reintroducing core curricula. Should the Regents encourage core curricula at the postsecondary level? If so, how?

During the last several years, the Regents have devoted considerable attention to efforts designed to prepare a multilingual population in New York State and are reviewing a proposed global education plan for New York that would have significant implications for postsecondary education as well as elementary and secondary education. Few colleges now have a foreign language requirement either for entrance or for graduation. Should consideration be given by institutions to reinstating such requirements, or to other approaches to ensuring that students have competence in English and at least one additional language? If so, how?

In general, how can the Regents best promote careful institutional self-study of curricula and curricular requirements?

Issue 2.

Preparing underprepared applicants for college level study.

New York State provides significant support for postsecondary remedial programs under the auspices of opportunity programs such as EOP, HEOP, SEEK, and College Discovery and through the Supplemental Tuition Assistance Program (STAP) established in 1981. At the same time, the Regents and

c. at each highly specialized degree-granting institution, education that provides liberalizing and humanizing experiences for the student as well as up-to-date technical competence.

1.B During the period of this Plan, postsecondary institutions and the State will agree on strategies to assure a significant expansion of language studies and of courses and other learning activities, in other disciplines, that are related to other cultures. These will include strategies that are appropriate for institutional action and strategies that are appropriate for action by State government. By 1988, implementation of those strategies will have begun. They will be related to efforts at the elementary and secondary education levels.

Tentative Objectives for Issue 2

2.A By 1986, postsecondary institutions will agree upon and describe their expectations of the competencies and subject matter that the high school graduate should possess to undertake postsecondary study. These expectations will be communicated to public and non-public secondary schools. This activity will be conducted in conjunction with actions resulting from the Regents review of elementary and secondary goals, which is to be completed in 1984.

the school systems are making significant efforts to raise standards of student and school performance at the elementary and secondary levels. The latter efforts should reduce the need for remedial assistance for new high school graduates but will not reach adults returning to postsecondary education. A number of questions arise with respect to serving different groups just entering postsecondary education and the potential overlap of funding and activities in this area.

Should there be a difference between the competencies required to graduate from high school and those necessary to enter college level study? If so, how is the difference defined? Can levels of skill and knowledge appropriate for college-level work be better assessed? Are tests like the Degrees of Reading Power or the City University assessments appropriate tools? Should New York's degree-granting institutions agree on the high school curricular requirements for admission to undergraduate education? Can they so agree? What requirements would be appropriate? Should the numbers of courses required in various disciplines for a high school diploma be changed? If so, in what ways? Should the levels at which such courses are taught be changed? If so, how? What would be the cost? How should that cost be met?

What is the appropriate role for postsecondary institutions in remedial and opportunity programs? How does that role relate to the responsibilities of the elementary and secondary school (including BOCES)? On the continuum from elementary to secondary to postsecondary education, how can they most appropriately be articulated? How can New York's degree-granting institutions best assist public and independent elementary and secondary schools to fulfill their roles, particularly, but not exclusively, with respect to differential retention and graduation rates of minority group students? What alternative methods of providing remediation might be fruitful, if any? What standards should be

2.B By 1988, in light of strengthened high school graduation requirements and high school student retention standards, postsecondary institutions will have appropriately reduced and refocused efforts at remediation so as to concentrate on serving adults and other students who are not recent New York high school graduates.

2.C By 1986, the postsecondary community and the Department will have agreed on minimum standards of effectiveness of remedial programs; during the period of this Plan, a system for evaluating remedial programs in terms of those standards will be in operation, in order to assure that remedial services are provided effectively to those who need them.

2.D During the period of this Plan, efforts will be made to apply more effectively recent advances in learning technology, especially to the provision of remedial services.

used to evaluate the effectiveness of remedial programs at the postsecondary level? Can State aid for such programs be related appropriately to such effectiveness? Should it?

Issue 3.

Attracting able students to teaching careers at all levels, particularly in disciplines where shortages are projected, despite discouraging short-term prospects for employment and income.

While New York State has experienced a general oversupply of elementary and secondary school teachers for a number of years due to declining school enrollments, projections for the future indicate possibly severe shortages in several specific disciplines, particularly mathematics and the sciences. Declining enrollments in teacher education programs at both the undergraduate and graduate levels now point to a dramatic reversal of the recent oversupply. Similar faculty shortages are apparent at the postsecondary level in some disciplines (e.g., some branches of engineering). How can such personnel needs best be correlated with related needs in industry, so as to meet both?

Other factors contributing to the drop in available teaching personnel include the relative attractiveness of teaching compared to other professional paths in terms of salaries and working conditions. One particular change is the opening of broader career opportunities for women who have traditionally been a major source of elementary and secondary teaching personnel.

New, creative, and practical approaches are needed to address the problems of attracting able students into teaching careers. What actions should be taken to increase the numbers of those who choose faculty

Tentative Objectives for Issue 3

3.A To improve the attractiveness of public school teaching as a career, during the period of this Plan colleges offering teacher education programs will join with school district leaders to foster relationships among colleges, schools, and industries that promote and enhance personnel exchanges and personnel cooperation. These relationships will also be used to assist elementary and secondary schools to find summer sabbatical employment for teachers, in or related to their subject fields, in business, industry, postsecondary institutions, and research centers.

3.B During the period of this Plan, colleges and schools will improve the relationships by which in-service education is provided for the purpose of fostering education for a global perspective, integrating the arts into the curriculum, instructional improvement, application of emerging technology to instruction, and other areas of special concern identified by school districts.

3.C During the period of this Plan, the postsecondary community and the State Education Department will assist the schools to adapt to changes in the technology of teaching through appropriate pre-service and in-service education and through the education of appropriate support personnel for teachers. Such support personnel include curriculum specialists and designers to help teachers maintain currency, especially with respect to new learning technologies; paraprofessional assistants for instruction; and paraprofessional assistants for counseling.

3.D By 1988, institutions that offer teacher education programs and the State Education Department will have identified, and begun implementation of, strategies to expand the pool of able recent high school graduates interested in elementary/secondary teaching careers. The institutions will, after careful self-study, have clearly selective standards of admission to preparatory programs and will strengthen those programs.

careers at the elementary, secondary, and postsecondary levels, especially in areas or disciplines of current or potential short supply? To what extent can colleges and universities encourage, or make available, faculty to teach in elementary and secondary schools in disciplines in which the latter face shortages?

While long-term recruitment is needed, need for and provision of, inservice training is an immediate issue. Only about two percent of the public school teachers currently are replaced each year. That condition has been true for several years. Special efforts for retraining are needed. Who should be principally responsible for the provision of inservice education: colleges, school districts, unions, others? What strategies can marshall efforts of colleges and universities to work with school systems, teachers' unions, and practicing, experienced teachers to upgrade skills and performance on the job through inservice training and to retain excellent practitioners?

Issue 4.

Maintaining the excellence of graduate and professional programs in a context of increasing costs and competition for resources.

Graduate and professional programs tend to be expensive, but maintaining them is highly important to the general well-being of the State, especially to current economic development efforts. What areas or disciplines, likely to be needed or demanded, or both, in the 80's, would require institutional changes? How can colleges and universities most effectively respond to those needs or demands while maintaining excellence, freedom of inquiry, and institutional autonomy, and with out distorting established missions? How can research be strengthened in New York institutions? How can distinctiveness of graduate and professional programs best be maintained, and any unnecessary duplication reduced?

Tentative Objectives for Issue 4

4.A During the period of this Plan, graduate degree-granting institutions will continue to offer only those graduate programs for which they determine that there is a need and for which there are resources to assure quality. Doctoral degree-granting institutions will continue to examine their missions and priorities and allocate sufficient resources to their doctoral programs to achieve and maintain standards of excellence while serving the diverse needs of academic and professional fields. In national surveys and studies, New York's programs will increase their representation among nationally prominent doctoral programs. To ensure that doctoral programs meet high standards, institutions and the State Education Department will continue to collaborate in the Regents Doctoral Evaluation Project, which, by 1990, will have reviewed programs enrolling 80 percent of doctoral students in New York.

What are the special problems associated with medical, dental, and legal education, and how can they best be addressed?

4.B During the period of this Plan, institutions will build additional connections among themselves and with business, industry, and government agencies, thereby strengthening graduate academic and professional programs and theoretical and applied research.

II. Goal. ACCESS. TO PROVIDE EQUAL OPPORTUNITY FOR POSTSECONDARY EDUCATION FOR ALL NEW YORKERS WITHOUT DISCRIMINATION ON ANY INVIDIOUS GROUNDS (INCLUDING AGE, RACE, SEX, CREED, NATIONAL ORIGIN, GEOGRAPHIC LOCATION, ECONOMIC STATUS, OR HANDICAPPING CONDITION), INCLUDING THE PROVISION OF EQUAL OPPORTUNITY FOR ALL WHO ARE ADMITTED TO POSTSECONDARY INSTITUTIONS TO COMPLETE THE COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED.

A. Continuing Objectives from the 1980 Statewide Plan

7. a) By 1990 the participation rate of recent high school graduates in first-year college enrollment will exceed the rate for 1980.

b) By 1990 the educational attainment level of adults in New York State will significantly exceed the national mean.

(The Governor took no action on this Objective.)

8. By 1990 the proportion of degrees awarded in New York State to members of minority groups at each degree level — associate, baccalaureate, master's, doctoral, and first professional — will increase more than the proportion of minorities in the State's population increases.

B. Issues and Tentative Objectives for the 1984 Plan

Issues

Issue 5.

Ensuring that full-time or part-time students of all income levels can overcome financial barriers to whatever higher education program suits their qualifications and interests.

Student access continues to be one of the Regents primary goals for higher education. In all sectors, the primary factor affecting access is rising cost. Government funded student aid programs, both State and Federal, serve the public interest by fostering educational opportunity. Substantial review of government funding, particularly Federal programs, is needed.

Tentative Objectives

Tentative Objectives for Issue 5

5.A During the period of this Plan, consensus will be developed on the definitions of "student need" and of "unmet student need," and on a system for monitoring unmet student need after existing State, Federal, and institutional student aid is taken into account. By 1988, the State will develop a system for seeking adjustments in Federal and State student aid programs to direct new funds and, if necessary, redirect current funding levels, (1) to aid students in greatest need, and (2) to provide incentives in fields in which there is demonstrated public need and a shortage of professionals to meet it (e.g., mathematics teaching); implementation of that system will begin.

Better analysis of information about assistance, educational costs, and other characteristics of students is needed to make recommendations regarding changes and improvements in student aid programs at both the State and Federal levels. Innovative approaches, especially new strategies for increasing loan availability, need to be explored, as do new strategies for maintaining non-competitive grant programs and work programs, particularly for low and lower-middle income students. There is also particular concern for the financial situation of graduate students, whose sources of aid have been dramatically reduced, and for the increasing number of part-time students, for whom little aid is currently available. For all students, maximum indebtedness levels and repayment rates are serious concerns.

What long-term changes should be recommended for existing Federal, State, and institutional grant, loan, and work programs?

What new initiatives, if any, should be proposed at the State level? At the Federal level?

Issue 6.

Increasing the number of disadvantaged and minority students and of women who participate in and complete undergraduate and graduate programs, particularly in technical fields such as mathematics, science, engineering, computer science, and professional programs, and increasing the number of handicapped persons who participate in and complete degree programs.

A series of key developments, including the growth of community colleges, the establishment of State-supported opportunity programs, and the development of the Tuition Assistance Program, have contributed strongly to the opening of undergraduate education to economically and educationally disadvantaged students. The 1980 Plan suggested a change in focus in this area toward improving retention and graduation rates for such students. Strategies to improve these rates further should be a major additional service to these students that

5.B By 1988, State student financial aid policy will include an explicit recognition of the value to students of work-study and cooperative education experiences, and will take into account feasible loan-carrying capacities of graduates.

Tentative Objectives for Issue 6

6.A By 1988, participation and completion of degree programs by women and by members of minority groups in New York State in scientific and technical fields, and in the licensed professions, will increase over their participation and completion rates in 1980.

6.B In the construction and rehabilitation of facilities, colleges will continue their efforts to remove all architectural barriers to access by the handicapped.

might reduce attrition rates, and the benefits derived must be explored. What major factors have a positive effect on retention and graduation rates without diluting academic standards? (One apparently successful strategy is enforcement of clear academic standards.) What services need to be provided, and at what cost?

Freedom of access for all has not yet been achieved, however. For instance, at no level of higher education does the proportion of minority group students enrolled approach the minority proportion of the State's population. A particular problem exists in relation to participation by male members of minority groups. A second problem is the disproportionately low level at which members of disadvantaged and minority groups pursue programs based in mathematics and the sciences; this suggests a need for colleges to assist elementary and secondary schools to strengthen resources in these disciplines and student guidance. Improved in-service training, sharing of specialized equipment, and greater articulation in curricula are promising areas of action.

At the graduate level, enrollment by minority students has actually been declining. Yet, degree programs in professional-technical fields such as law, medicine, mathematics, the hard sciences, engineering, and computer science offer significant opportunities for employment and economic growth both for individuals and for the society at large. What efforts can be undertaken to encourage and prepare minority students and women to master the necessary learning skills and the essential technology and to enroll in these fields? What role should the State of New York play? What are the existing barriers to their enrollment and how can they best be removed? How can degree-granting institutions best work with other educational and social institutions to remove such barriers?

Issue 7.

Increasing the representation of minorities and women among college and university faculty and professional staff.

An essential further step in the access of minorities and women to graduate and professional education is that they have the opportunity to find employment doing the tasks for which they have been prepared.

Minorities and women are generally underrepresented among college and university faculty and professional staff. While some progress has been made in recent years to correct this historical underrepresentation, it will be extremely difficult in the conditions of the 1980's and 90's even to maintain current levels, if enrollments contract and tenure and seniority principles require that the last hired be the first excessed. What efforts can be initiated to address and counteract these elements? At what cost?

Issue 8.

Assuring opportunities for adults to return to colleges or universities for study related to civic responsibility, personal growth, or employment.

The Regents and the Education Department have a long-range plan for adult education. In December 1981, the Goals for Adult Learning Services were adopted to provide a framework for the development of adult learning in the State for the next two decades.

Two major barriers to learning are costs and lack of information. The Regents have sponsored a package of adult learning legislation, including two bills related to postsecondary education aimed at lowering those barriers. One bill would extend eligibility

Tentative Objectives for Issue 7

7.A By 1990, the proportions of women and of members of minority groups among faculty members in the professor or associate professor ranks, or who are tenured, will increase over their proportions in 1980.

7.B During the period of this Plan, new financing arrangements, such as buy-outs and other retirement provisions, will be explored. Where such arrangements clearly are in the broad public interest, public financing for them will be proposed.

Tentative Objectives for Issue 8

8.A During the period of this Plan, institutions and the Department will develop compatible strategies to achieve the New York State Goals for Adult Learning Services, to the extent that they pertain to postsecondary education; implementation of those strategies will begin.

for the Tuition Assistance Program to certain half-time undergraduates; the other would provide for the improvement and expansion of the system of education information centers. The latter especially would help extend access by providing key information on educational opportunities not only to adults but to all college aspirants. Both of these proposals place major emphasis on expanding credit-bearing studies, as does the 1980 Plan objective that "by 1990 the educational attainment of adults in New York will significantly exceed the national mean."

To what extent can enrollment of adult students offset the expected decline in high school graduates? What efforts would be needed? Are there institutional practices, in such areas as admission criteria and procedures, curricular requirements, instructional methods, and degree requirements that should be adjusted for adult students? If so, what are the best ways to make adjustments without diluting academic standards? Are there areas of student service, such as counseling, information, and day care, that should be adjusted for adult students?

Should program planning activities and financial assistance efforts be directed exclusively toward study that leads to degrees, or should a broader spectrum of studies be encouraged? What role should postsecondary institutions take in education of adults for civic responsibilities? How should these institutions join with business and industry to provide both pre-service and in-service training for employment?

III. Goal. DIVERSITY. TO PRESERVE AND FOSTER A DIVERSITY OF INSTITUTIONS AND PROGRAMS TO ENABLE CHOICE RELATED TO NEED, INTEREST, AND ABILITY.

A. Continuing Objectives from the 1980 Statewide Plan

9. In 1990 New York State will continue to have a balanced system of higher education with four strong and autonomous sectors—State University, City University, the independent sector, and the proprietary sector—coordinated through the master-planning process. Each of the three major sectors will include a mixture of open-admission and selective institutions at the undergraduate level.

10. By 1990, every collegiate-level training course or program offered in New York State by non-degree-granting organizations, (including companies, unions, and government agencies) will be appropriately linked to degree programs if the sponsor of the course or program wants such a linkage. Appropriate linkages may include listing of the course or program in the catalog of credit recommendations of the Regents Project on Noncollegiate Sponsored Instruction, formal integration of the courses into a registered program at a degree-granting institution, or agreement with a specific degree-granting institution to award credit for the courses within registered programs at the institution.

B. Issues and Tentative Objectives for the 1984 Plan

Issues

Issue 9.

Defining and ensuring a diverse system of higher education with four strong and autonomous sectors, in support of student choice.

While there is general agreement on the desirability of diversity in New York higher education, there are several questions as to the relative enrollment levels in the separate sectors necessary to maintain diversity and the governmental actions necessary to maintain diversity. Enrollment shares within and among the various sectors and among types of institutions could change significantly during the coming years as a result of such factors as demographic shifts, changes in student preferences, differences in net cost to students of attendance, and changes in the availability of student aid. The concepts of diversity and sector share cannot be described or defined using a single index or statistical measure. If a diverse system is to be defined

Tentative Objectives

Tentative Objectives for Issues 9 and 10

In order to ensure achievement of objective 9 in the 1980 Statewide Plan that, in 1990, New York State will continue to have a balanced system of higher education with four strong and autonomous sectors, during the period of this Plan:

9-10.A The State Education Department will collect and make available annually information on postsecondary enrollment shares by sector and institutional type, on net student cost of attendance, on expenditure per student, on programmatic offerings, and other information related to student choice.

9-10.B Net cost of student attendance information will take account of all student costs, including tuition, room, and board, and of all available student grants or waivers from State, Federal, and institutional sources. Net cost of attendance will be computed separately for high-,

and ensured, however, it is necessary to reach consensus on explicit measures or lead indicators by which shares can be monitored and policies fashioned to meet objectives.

A definition of sector share must include not only aggregate enrollment but criteria related to differences among institutions and programs in terms of level, mission, size, and type.

How is "diversity" best defined and measured? What criteria should be used to define diversity? What actions are needed to assure diversity? How much diversity is needed among programs or among institutions to accommodate the choices that potential students are likely to make in the 80's and 90's? How can we best create an environment to foster such diversity? How can we best assure that student choices of institution or program are not unreasonably constrained by price, location, or other extraneous factors?

Issue 10.

Exploring how changes in State policy with regard to student financial aid, tuition levels, and institutional aid would affect sector balance.

During the last 20 years, marked shifts have occurred in sector enrollment shares. Factors causing these shifts have included the growth of community colleges, expansion of State University, the introduction of tuition at City University, implementation of the Tuition Assistance Program, massive expansion of Federal student grant and loan programs, and the introduction of a new sector, proprietary degree-granting institutions. Research is needed, particularly on student aid, to determine how changes in State policy and funding would affect overall enrollment shares, shares at specific levels of study, and representation of students from various ethnic or economic groups within and among the sectors.

medium-, and low-income dependent, full-time undergraduates, and for residential and commuting students in each income category. For each student group, net cost of attendance will be computed separately for community colleges and senior colleges in State University and City University, and for high-tuition and low-tuition institutions in the independent and proprietary sectors.

9-10.C The Commissioner's Advisory Council on Postsecondary Education will review annually information on enrollment shares as well as net student cost of attendance, expenditures per student, programmatic offerings, and other information that may explain changes in enrollment shares. Should there be a major shift of enrollment shares among sectors or among types of institutions within the same sector, the Advisory Council will seek to identify the reasons for the shift.

9-10.D In conjunction with the Association of Colleges and Universities of the State of New York, the Commissioner's Advisory Council on Postsecondary Education, and the State Education Department, postsecondary institutions will seek consensus on principles to ensure (a) maintenance of four strong and autonomous sectors of postsecondary education in New York State; (b) appropriate student diversity within and among sectors; and (c) efficient use of resources.

IV. Goal. EFFECTIVE USE OF RESOURCES. TO ACHIEVE THE MOST EFFECTIVE USE OF RESOURCES ALLOCATED TO POSTSECONDARY EDUCATION, CONSISTENT WITH THE STATE'S FISCAL CONDITION AND THE GOALS OF EXCELLENCE, ACCESS, AND DIVERSITY.

A. Continuing Objectives from the 1980 Statewide Plan

11. (Not accepted by the Governor)

12. (Not accepted by the Governor)

13. By 1990, maximum use will be made of the resources of all types of libraries in New York State to support instruction and research in the colleges and universities.

B. Issues and Tentative Objectives for the 1984 Plan

Issues

Issue 11.

Identifying changing personnel requirements and providing appropriate adjustments in academic programs to meet these requirements, particularly in such costly fields as the health professions and engineering. Exploring ways to encourage graduates of advanced programs in these fields to stay in New York State.

The availability of skilled personnel in highly technical fields such as engineering has a direct relationship to high technology industrial development in New York State. While it is vital to assure an adequate supply of such personnel, in response to industrial needs, it is also essential to monitor demand factors and be alert to possible overproduction, accommodate the present or potential demands of students and society, and preserve academic freedom and institutional autonomy. How can these competing demands best be balanced?

Tentative Objectives

Tentative Objectives for Issue 11

11.A For purposes of effective planning, during the period of this Plan reliable information will be developed and distributed on the numbers of persons completing advanced programs in New York in such areas as health care, engineering, and other high cost programs where there is a potential over- or undersupply of trained individuals, and the percentage of those completing such programs who remain in the State.

11.B During the period of this Plan, information on the supply of and demand for trained personnel in the health professions, which is needed to plan programs, will be routinely published.

11.C By 1988, institutions offering programs in medicine, dentistry, and law will work with each other and with the State Education Department toward the goal of admission targets that reflect consideration of demand for professional services, demand for admission to professional training, and need to improve the

Private industry stands to benefit from the increased effort of institutions to produce technologically-trained personnel. In return, what is the appropriate role for industry to help colleges and universities to replace outmoded equipment and to recruit and retain faculty?

Education for the health professions is costly both for students and for institutions. While national projections indicate an oversupply of physicians by 1990, large segments of New York State's population do not receive adequate medical care services, primarily because of the maldistribution of physicians. How many practitioners are needed? Studies are needed to determine the future need for physicians, dentists, and other health professsionals. Strategies also should be explored to encourage physicians and other health professionals to practice in medical shortage areas. On the other hand, demand by potential students to study for some health professions appears to remain strong. To what extent should such demand be accommodated, if it appears to exceed the need for practitioners, especially in very high-cost fields?

Issue 12.

Using college and university instructional, service, and research programs to promote the economic growth of the State. Increasing partnerships between industry and institutions of higher education.

New York's institutions of higher education have a significant role in the State's future economic growth, especially in the area of advanced technology. Recent studies suggest that the promising technologies which represent the greatest economic opportunity for New York are in two broad groups:

representation of minorities in the professions, and that take into account the cost of such programs and the resources expected to be available.

11.D During the period of this Plan, the aggregate shortage of physicians in the areas of the State already identified by the Regents as physician shortage areas will be reduced by at least one-half.

Tentative Objectives for Issue 12

12.A During the period of this Plan, institutions will increase their instructional, research, and service activities in the broad technological groups, Electronics/Information and Medical/Biological, in ways appropriate to their missions. The New York State Science and Technology Foundation has identified these two areas as the most promising for the economic development of the State.

12.B By 1988, eight Centers of Advanced Technology will have been designated at universities, university consortia, or university-affiliated research institutes in New York and will provide effective models of industry-university collaboration.

Electronics/Information and Medical/Biological. Planning efforts need to be focused on the future potential of these key industries, and others that may be identified as of major importance, and on the programs, research, and service higher education institutions can develop to support growth on a regional and statewide basis.

How can communication and partnerships among business, industry, communities, and institutions of higher education be increased? What kinds of incentives can the State provide in this area? How can research activities and technical support, particularly for industrial applications, be further encouraged? How can institutional autonomy and freedom of inquiry be assured at the same time?

Issue 13.

Reallocating and, if necessary, reducing resources to accommodate reduced enrollment, shifting student interests and academic priorities, and straitened State and Federal budgets, without adversely affecting the quality of remaining programs or forgoing all new initiatives.

Should college and university enrollment decline, as anticipated, the revenue available to higher education from students and the State will also decline. In reducing or reallocating resources, the aim should be to maintain the overall quality of higher education and to protect the possibility for innovation, new programs, and new directions. These objectives will be feasible only with careful, long-term academic planning, fully integrated with fiscal planning. How can academic planning be improved and better coordinated with fiscal planning at the institutional, system, and State levels?

12.C During the period of this Plan, new models of cooperation among postsecondary institutions, secondary institutions, area industry, and area labor organizations, will be developed in one or more regions of the State.

12.D During the period of this Plan, postsecondary institutions and appropriate State agencies will undertake a publicity campaign to assist the State in attracting and retaining new industry. The campaign will feature the rich contributions of New York's diverse colleges and universities to business and industry, through research, training, and a cultural environment attractive to an educated, professional workforce.

Tentative Objectives for Issue 13

13.A In recognition that the functions of creating and preserving knowledge and of service are equal in importance, for New York's postsecondary system as a whole, to the function of teaching, during the period of this Plan, if enrollments decline as expected the aggregate amount of State expenditures for postsecondary education will decline, but at a rate less sharp than enrollments decline. In their 1984 master plans, institutions will, on the basis of the State Education Department's enrollment projections, taking into account each institution's enrollment experiences and opportunities as well as changes it plans to make in the future, identify their resource needs for the period of this Plan and state the courses of action they will take during that period to assure the maintenance of quality of on-going programs and the protection of innovation.

13.B During the period of this Plan, the aggregate amount of enrollment-related, non-residential facilities used by New York's postsecondary system as a whole will decline from the current level, but not by a rate as steep as the overall anticipated decline in enrollment. The proportion of space judged to be in good condition will increase, during that period, over the proportion so judged in 1984.

Issue 14.

Assuring campuses sufficient flexibility in the management of their resources to carry out their unique missions and preserve lay board governance, institutional autonomy, and vitality while recognizing the State's concerns as described below:

> Continuing economic austerity and rapidly shifting academic goals have combined to create a requirement for greater management flexibility in our public and independent institutions of higher education. In the academic area, the need is for more freedom from undue constraints from governmental and voluntary accrediting authorities, without abandoning the goals of quality and responsible performance those constraints were intended to protect. In the fiscal area, the need is to permit flexible use of government funds in a period of scarce resources while preserving accountability and responsiveness to the intent of the Legislature, the Governor, and/or the Congress in allocating public funds. Alongside such external constraints on management flexibility are various internal constraints implicit in the traditional structure of university governance, employee relations, and budgeting. What changes in present practice are needed in order to strike the appropriate balance between effective planning and management flexibility, on the one hand, and government oversight, academic standards, and academic freedom on the other hand?

Issue 15.

Making more effective use of limited resources by increasing interinstitutional and intersector cooperation, including joint program offerings, regional planning efforts, and shared use of facilities, library resources, and technology resources.

Tentative Objectives for Issue 14

14.A During the period of this Plan, institutions will gain increased flexibility in the management of their resources, as described in Issue 14.

Tentative Objectives for Issue 15

15.A During the period of this Plan, the Department will encourage the strengthening of existing regional organizations and, where appropriate, the development of new ones, for the purpose of fostering increased regional cooperation in planning and coordination.

With increasing costs and projected enrollment decline, what interinstitutional efforts can maintain or enhance services? For example, in light of increasing costs for library acquisitions, how can academic libraries encourage sharing of resources and develop coordinated collection development agreements? Can efforts be undertaken statewide to identify excess physical space within higher education institutions so facilities can be shared by colleges and universities within the same locality? With other educational (or non-educational) enterprises? Can additional mechanisms be established to encourage institutions to operate academic programs jointly and allow cross-registration of students so as to reduce programmatic duplication on a regional basis? Between degree-granting institutions and other educational institutions, such as secondary schools, BOCES, libraries, and museums? Should such mechanisms be established, extended, or strengthened? How can information/communication technologies best be used for such purposes? How can academic standards best be maintained in such arrangements? How can such programs already in operation best be evaluated?

Issue 16.

Encouraging efforts to identify areas of shortage and oversupply of faculty, and to provide retraining and other forms of faculty development directed at using faculty resources more efficiently.

Changing student demand for academic programs and probable enrollment declines are presenting colleges and universities with shortages of faculty in high-demand fields and oversupplies in less popular disciplines. The institutions have obligations regarding professional development and the quality of life to faculty members to whom they have made institutional commitments. What successful efforts can be identified and used to adjust staff, retrain faculty, and make more efficient use of skills and knowledge?

Tentative Objectives for Issue 16

16.A By 1988, the present shortage of faculty in scientific, engineering, technological, and business disciplines will be eliminated.

16.B During the period of this Plan, institutions will identify disciplines in which faculty shortages are likely over the next five to 15 years and disciplines in which faculty surpluses are likely during that period. Following self-studies, they will take appropriate actions. In addition to institutional efforts, they will propose ways in which State policies should be developed, or modified, so as to contribute to solutions of the problems identified.

Issue 17.

Responding to the crisis in teaching and research equipment.

Rapid advances in computer technology within the past few years have rendered a major portion of the stock of instructional and research equipment in our colleges and universities obsolete. Equipment renewal, once treated as a small annual expenditure, suddenly looms as a massive capital need. Traditional budgeting and revenue sources cannot easily meet this need. Yet the colleges and the State cannot afford to ignore the challenge of renewing research and instructional equipment. To ignore this challenge would be to deprive our State of the opportunity for leadership in research and in attracting new industry, and to leave the next generation inadequately prepared for the contemporary world.

Tentative Objectives for Issue 17

17.A During the period of this Plan, the State Education Department will conduct an analysis of the need for additional teaching and research equipment, especially computer-assisted equipment, and initiate additional programs to help meet the need. Institutions will provide information on the kinds of equipment and levels of expenditures needed to bring them up to date.

17.B By 1988 New York will be among the most advanced states in the Nation in the currency of computer-based teaching and research equipment at its colleges and universities.

QUESTIONS AND REQUESTS FOR PROJECTIONS TO BE ADDRESSED IN MASTER PLANS

Section A: Questions Related to the Tentative Objectives of the 1984 Plan

The requests for information in this section, related to the proposed objectives of the 1984 Plan, are categorized according to the goals of Excellence, Access, Diversity, and Effective Use of Resources. Institutions may also identify objectives and strategies that are appropriate for individual institutional action.

Goal I: Excellence. To promote and maintain high quality in all endeavors of each institution, whatever its mission, and institutional autonomy within the postsecondary system as a whole.

1. Please set forth the courses of action that your institution plans to undertake between 1984 and 1988 to assure the maintenance of academic excellence. (objective 1A)

2. Please indicate initiatives which your institution plans to undertake between 1984 and 1988 to expand language studies or intercultural studies. Indicate the disciplines involved and the numbers of students whom you expect to become involved in language studies or intercultural studies as a result of the planned steps. (objective 1B)

3. Please suggest steps your institution believes appropriate that State government might take to encourage language studies or intercultural studies in postsecondary institutions. (objective 1B)

4. What does your institution believe the minimum expectations should be of the competencies and subject matter that the high school graduate should possess to undertake postsecondary study? (objective 2A)

5. Between 1984 and 1988, what initiatives does your institution plan in the area of remediation for adults? (objective 2B)

6. Please suggest appropriate minimum standards for evaluating remedial programs. (objective 2C)

7. Between 1984 and 1988, what efforts will be made to apply recent advances in learning technology more effectively to the provision of remedial services? (objective 2D)

Questions 8 through 11 should be answered by institutions offering teacher education programs.

8. What initiatives will your institution implement between 1984 and 1988 to foster personnel exchanges among colleges, schools, and industries? (objective 3A)

9. Between 1984 and 1988, what will your institution do to improve relationships with elementary and secondary schools in regard to in-service education of teachers? (objective 3B)

10. Between 1984 and 1988, what will your institution do to assist elementary and secondary schools to adapt to changes in the technology of teaching? (objective 3C)

11. What steps will be taken by your institution between 1984 and 1988 to increase the pool of able high school graduates interested in pursuing elementary/secondary teaching as a career and to strengthen teacher education programs? (objective 3D)

Questions 12 and 13 should be answered by institutions offering graduate and professional programs.

12. What steps will your institution take between 1984 and 1988 to offer only those graduate programs for which there is a need and for which there are resources to assure quality? (objective 4A)

13. Between 1984 and 1988, what steps will be taken to build additional connections between your institution and other postsecondary institutions, business, industry, and government agencies to strengthen graduate and professional programs and theoretical and applied research? (objective 4B)

Goal II: Access. To provide equal opportunity for postsecondary education for all New Yorkers without discrimination on any invidious grounds (including age, race, sex, creed, national origin, geographic location, economic status, or handicapping condition), including the provision of equal opportunity for all who are admitted to postsecondary institutions to complete the courses and programs in which they are enrolled.

14. Between 1984 and 1988, what efforts will your institution undertake to increase the participation of minority groups and women in undergraduate and graduate programs, particularly in technical fields such as mathematics, science, engineering, computer science, and professional programs? (objective 6A) (Please coordinate your answer with data supplied in Tables 3A-3D of Section C of this chapter.)

15. What initiatives will your institution undertake between 1984 and 1988 to increase the representation of minorities and women among college and university professional staff? (objective 7A) (Please coordinate your answer with data supplied in Tables 4 and 5 of Section C of this chapter.)

16. Please describe any efforts your institution may undertake during the period of this Plan to develop new financing arrangements that will increase flexibility in the recruitment and promotion of faculty. (objective 7B)

17. What initiatives does your institution plan to implement between 1984 and 1988 to increase adult participation? (objective 8A)

18. Please suggest steps that your institution believes State government should take to encourage adult participation in postsecondary education. (objective 8A)

Goal III: Diversity. To preserve and foster a diversity of institutions and programs to enable choice related to need, interest, and ability.

19. Please suggest criteria that may be used to measure diversity in New York's system of higher education. (objectives 9-10A, B, C, and D)

Goal IV: Effective Use of Resources. To achieve the most effective use of resources allocated to postsecondary education, consistent with the State's fiscal condition and the goals of Excellence, Access, and Diversity.

20. If your institution offers programs in medicine, dentistry, or law, what steps will your institution take toward the goal of admission targets that reflect consideration of demand for professional services, demand for admission to professional training, and need to improve the representation of minorities in the professions? (objective 11C)

21. What initiatives does your institution plan, appropriate to its mission, in instructional, research, and service activities, related to the broad technological groups, Electronic/Information and Medical/Biological? (objective 12A)

22. Taking into consideration the State Education Department's enrollment projections (Tables 17 through 20 in the Appendix) and your institution's enrollment experiences, what courses of action will your institution need to take between 1984 and 1988 to assure the maintenance of quality programs and the potential for innovation? (objective 13A)

23. What steps will your institution take between 1984 and 1988 to increase the proportion of non-residential facilities judged to be in good condition? (objective 13A) (Please coordinate your answer to this question with the answer to question 31a and b in Section B of this chapter.)

24. What steps will your institution take between 1984 and 1988 to initiate and strengthen regional organizations for the purpose of fostering increased regional cooperation in planning and coordination? (objective 15A)

(Please coordinate your answers to questions 25-28 below with data supplied in Table 6 in Section C of this chapter.)

25. Please suggest steps your institution believes appropriate and that State government might take to alleviate the present shortage of faculty in scientific, engineering, technological, and business disciplines. (objective 16A)

26. What steps will your institution take between 1984 and 1988 to identify areas of shortage and oversupply of faculty and to use faculty more efficiently? (objective 16B)

27. Please indicate in what fields, if any, your institution expects to experience difficulty in recruiting qualified faculty members between 1984 and 1988. (objective 16B)

28. Please describe steps which your institution plans to take between 1984 and 1988 to improve the attractiveness of faculty positions in shortage fields. (objective 16B)

29. Please describe the courses of action, appropriate to your institution's mission, that will be undertaken to improve the currency of computer-based teaching and research equipment. (objective 17B)

Section B: Questions Related to Finance and Facilities

30. Comparative Indicators for Nonresidential Facilities

Should enrollments decline as projected, the aggregate need for enrollment-related postsecondary facilities is expected to decline, but not in direct proportion to the decline in enrollment. As a starting point in the development of measures of excess or shortage of space, the Regents presented in their 1982 Progress Report a series of comparative indicators of nonresidential space. Major categories of nonresidential space were represented in terms of net assignable square feet (NASF) according to full-time equivalent day students (FTED). These indicators, along with definitions of the terms used, are included in Table 50 in the Appendix of this bulletin. The comparative indicators are statewide averages and should not be viewed as "standards" or "norms." Considering the Regents comparative indicators for nonresidential facilities (See Appendix, Table 50):

a. Do significant differences exist between your own institutional measurements and the overall experience in your sector? (For example, does the amount of classroom space per FTED at your institution vary by more than 15 percent from the statewide average for your sector?)

b. If yes, please explain these differences and the possible reasons for the differences.

c. Does this analysis identify areas of space shortage and/or excess?

d. If yes, please indicate the nature of such conditions, and describe plans that you have formulated to effect changes.

31. Deferred Maintenance

a. Please report the estimated cost of deferred maintenance as a percentage of current fund expenditures for similar maintenance items for 1982-83, and for the following projected years: 1984-85, 1988-89, and 1992-93.

b. What is the estimated cost of such deferred maintenance for 1982-83?

32. Capital Construction and Rehabilitation Projects

a. What plans for major new construction or rehabilitation of present buildings is your institution considering in the next 10 to 15 years? What rehabilitation projects will change the functions of existing space?

b. If additional space is necessary at an institution, what alternatives to new construction are being considered (e.g.: rental, shared space, revised or expanded scheduling of existing facilities, uses of new technologies)?

c. Please list separately any major construction or rehabilitation projects which will result in a significant change in distribution of space by function (10,000 or more assignable square feet). Please provide in tabular form the following information concerning these projects:

Name of Project/Building _____

Net Assignable Square Feet: From Function: _____
To Function: _____

Estimated Date of Beginning of Construction

_____

Cost $_____

Source(s) of Funds _____

Date of Beneficial Occupancy of New Space

_____

Date of Beneficial Occupancy of Rehabilitated Space

_____

Brief explanation of the fiscal impact of the project on the institution:

33. Please refer to Tables 7A and 7B in Section C of this chapter and explain any major changes projected within the revenue and expenditure categories between 1982 and 1984, 1988, and 1992. (For example, do you anticipate that expenditure for a particular component within "operation and maintenance of plant" (Table 7B, line 7) will significantly increase, while another component within that category will significantly decrease?)

34. Please refer to Table 8 in Section C of this chapter and provide a narrative describing the causes of any substantial change in basic student charges between 1982 and 1984, 1988, and 1992.

35. Provide an explanation for differences in direction or magnitude of change (if significant) between enrollment projections provided by your institution (See Table 2, Section C of this chapter) and the Regents aggregate enrollment projections for institutions of your type (see Tables 17-20 in the Appendix).

Section C: Requests for Data Projections

The following tables ask for actual data and projections in the areas of planned programs, enrollment, racial and ethnic origin and sex of degree recipients and faculty, finance and facilities. Each institution is asked to complete the tables.

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Table 8: Basic Student Charges, Actual 1982, Projected 1984, 1988, 1992 71

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TABLE 1: PROFILE OF NEW PROGRAMS PLANNED AND PROGRAMS PLANNED TO BE DISCONTINUED

Institution _____

Preparer's Name _____

Preparer's Title _____

Preparer's Telephone No. _____

HEGIS CODE	HEGIS Name of Major Taxonomic Area	Line	Future Emphasis on Present Programs[1]			Future Program Plans Highest Degree to be Awarded or to be Discontinued[2]			
						1984-1988		1984-1988	
			More	Less	Same	No. of New Program(s) Planned	Highest Level Planned	No. Program(s) Planned to be Discontinued	Highest Level of Discontinued Program(s)
0100	Agric. & Natural Res.	01							
0200	Arch. & Env. Design	02							
0300	Area Studies	03							
0400	Biological Science	04							
0500	Bus. & Management	05							
0600	Communications	06							
0700	Computer & Infor. Sci.	07							
0800	Education	08							
0900	Engineering	09							
1000	Fine & Applied Arts	10							
1100	Foreign Languages	11							
1200	Health Professions	12							

[1] This is a check-off item for each major program area to indicate where an institution will place its program priorities in the future in terms of enrollment growth and increased resource commitments.

[2] A separate sheet should be attached to this schedule to indicate the names of the planned programs and programs planned to be discontinued, by four-digit HEGIS code.

-continued on next page-

Table 1, continued

Institution _____

HEGIS CODE	HEGIS Name of Major Taxonomic Area	Line	Future Emphasis on Present Programs[1]			Future Program Plans Highest Degree to be Awarded or to be Discontinued[2]			
						1984-1988		1984-1988	
			More	Less	Same	No. of New Program(s) Planned	Highest Level Planned	No. Program(s) Planned to be Discontinued	Highest Level of Discontinued Program(s)
1300	Home Economics	13							
1400	Law	14							
1500	Letters	15							
1600	Library Science	16							
1700	Mathematics	17							
1800	Military Science	18							
1900	Physical Sciences	19							
2000	Psychology	20							
2100	Public Affairs & Serv.	21							
2200	Social Sciences	22							
2300	Theology	23							
4900	Interdisciplinary Studies	24							
5000	Bus. & Commerce Tech.	25							
5100	Data Processing Tech.	26							
5200	Health Serv. & Paramed. Tech.	27							
5300	Mechanical & Engin. Tech.	28							
5400	Natural Science Tech.	29							
5500	Public Serv. Related Tech.	30							
5600	Pre-Baccalaureate Lib. Arts	31							

[1]This is a check-off item for each major program area to indicate where an institution will place its program priorities in the future in terms of enrollment growth and increased resource commitments.

[2]A separate sheet should be attached to this schedule to indicate the names of the planned programs and programs planned to be discontinued, by four-digit HEGIS code.

Institution Name

Preparer's Name

Preparer's Title

Preparer's Telephone Number

TABLE 2: FALL DEGREE CREDIT ENROLLMENT BY DEGREE LEVEL AND TYPE OF ATTENDANCE, 1983-1992

Type of Enrollment		Degree Credit Enrollment (fall)									
		Actual[1]	Projected[2]								
		1983	1984	1985	1986	1987	1988	1990 Low	1990 High	1992 Low	1992 High
		8301	8401	8501	8601	8701	8801	9001	9002	9201	9202
I. Total Enrollment (a+b+c)	01										
Full-Time	02										
Part-Time	03										
a. Undergraduate - Total	04										
Full-Time	05										
Part-Time	06										
b. Graduate - Total	07										
Full-Time	08										
Part-Time	09										
c. First-Professional-Total	10										
Full-Time	11										
Part-Time	12										
II. First-Time Freshmen	13										
Full-Time	14										
Part-Time	15										

NOTE: Use the definitions in forms NYSED-2.3 and NYSED-2.4 of the Higher Education Data System (HEDS).

[1]Actual fall 1983 enrollment must be that reported on NYSED-2.4 "Opening Fall Enrollments."

[2]Attach separate sheets describing the methodology and assumptions used in projecting enrollments.

Table 3A: Number of Baccalaureate Degrees Awarded in Scientific and Technical Fields by Racial/Ethnic Origin[1] and Sex of Recipient Actual 1981 and Projected 1984 and 1988

Institution _____

Preparer's Name _____

Preparer's Title _____

Preparer's Telephone Number _____

ACTUAL[2] July 1, 1980 - June 30, 1981

HEGIS CATEGORY	Non-Res. Alien	Black, Non-Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic Non-White	Total	Male	Female
0400 Biological Sci.								
0700 Comp. & Info. Sci.								
0900 Engineering								
1700 Mathematics								
1900 Physical Sciences								

PROJECTED July 1, 1983 - June 30, 1984

HEGIS CATEGORY	Non-Res. Alien	Black, Non-Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic Non-White	Total	Male	Female
0400 Biological Sci.								
0700 Comp. & Info. Sci.								
0900 Engineering								
1700 Mathematics								
1900 Physical Sciences								

PROJECTED July 1, 1987 - June 30, 1988

HEGIS CATEGORY	Non-Res. Alien	Black, Non-Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic Non-White	Total	Male	Female
0400 Biological Sci.								
0700 Comp. & Info. Sci.								
0900 Engineering								
1700 Mathematics								
1900 Physical Sciences								

[1] Use the definition in form NYSED 2.1, Higher Education Data System.

[2] Actual 1981 data should be that reported on NYSED 2.1, Higher Education Data System, "Degrees and Other Formal Awards Conferred Between July 1, 1980 and June 30, 1981."

Table 3B: Number of Master's Degrees Awarded in Scientific and Technical Fields by Racial/Ethnic Origin[1] and Sex of Recipient
Actual 1981 and Projected 1984 and 1988

Institution _____
Preparer's Name _____
Preparer's Title _____
Preparer's Telephone Number _____

ACTUAL[2] July 1, 1980 - June 30, 1981

HEGIS CATEGORY	Non-Res. Alien	Black, Non-Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic Non-White	Total	Male	Female
0400 Biological Sci.								
0700 Comp. & Info. Sci.								
0900 Engineering								
1700 Mathematics								
1900 Physical Sciences								

PROJECTED July 1, 1983 - June 30, 1984

HEGIS CATEGORY	Non-Res. Alien	Black, Non-Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic Non-White	Total	Male	Female
0400 Biological Sci.								
0700 Comp. & Info. Sci.								
0900 Engineering								
1700 Mathematics								
1900 Physical Sciences								

PROJECTED July 1, 1987 - June 30, 1988

HEGIS CATEGORY	Non-Res. Alien	Black, Non-Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic Non-White	Total	Male	Female
0400 Biological Sci.								
0700 Comp. & Info. Sci.								
0900 Engineering								
1700 Mathematics								
1900 Physical Sciences								

[1] Use the definition in form NYSED 2.1, Higher Education Data System.

[2] Actual 1981 data should be that reported on NYSED 2.1, Higher Education Data System, "Degrees and Other Formal Awards Conferred Between July 1, 1980 and June 30, 1981."

Table 3C: Number of Doctoral Degrees Awarded in Scientific and Technical Fields by Racial/Ethnic Origin[1] and Sex of Recipient
Actual 1981 and Projected 1984 and 1988

Institution _____
Preparer's Name _____
Preparer's Title _____
Preparer's Telephone Number _____

ACTUAL[2] July 1, 1980 - June 30, 1981

HEGIS CATEGORY	Non-Res. Alien	Black, Non-Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic Non-White	Total	Male	Female
0400 Biological Sci.								
0700 Comp. & Info. Sci.								
0900 Engineering								
1700 Mathematics								
1900 Physical Sciences								

PROJECTED July 1, 1983 - June 30, 1984

HEGIS CATEGORY	Non-Res. Alien	Black, Non-Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic Non-White	Total	Male	Female
0400 Biological Sci.								
0700 Comp. & Info. Sci.								
0900 Engineering								
1700 Mathematics								
1900 Physical Sciences								

PROJECTED July 1, 1987 - June 30, 1988

HEGIS CATEGORY	Non-Res. Alien	Black, Non-Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic Non-White	Total	Male	Female
0400 Biological Sci.								
0700 Comp. & Info. Sci.								
0900 Engineering								
1700 Mathematics								
1900 Physical Sciences								

[1] Use the definition in form NYSED 2.1, Higher Education Data System.

[2] Actual 1981 data should be that reported on NYSED 2.1, Higher Education Data System, "Degrees and Other Formal Awards Conferred Between July 1, 1980 and June 30, 1981."

Table 3D: Number of First-Professional Degrees Awarded in Selected Fields by Racial/Ethnic Origin[1] and Sex of Recipient
Actual 1981 and Projected 1984 and 1988

Institution _____
Preparer's Name _____
Preparer's Title _____
Preparer's Telephone Number _____

ACTUAL[2] July 1, 1980 - June 30, 1981

HEGIS CATEGORY	Non-Res. Alien	Black, Non-Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic Non-White	Total	Male	Female
1204 Dentistry								
1206 Medicine								
1401 Law								

PROJECTED July 1, 1983 - June 30, 1984

HEGIS CATEOGRY	Non-Res. Alien	Black, Non-Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic, Non-White	Total	Male	Female
1204 Dentistry								
1206 Medicine								
1401 Law								

PROJECTED July 1, 1987 - June 30, 1988

HEGIS CATEGORY	Non-Res. Alien	Black, Non-Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic Non-White	Total	Male	Female
1204 Dentistry								
1206 Medicine								
1401 Law								

[1] Use the definition in form NYSED 2.1, Higher Education Data System.

[2] Actual 1981 data should be that reported on NYSED 2.1, Higher Education Data System, "Degrees and Other Formal Awards Conferred Between July 1, 1980 and June 30, 1981."

Table 4: Number of Full-time Instructional Faculty[1] by Rank, Tenure Status,[1] and Sex Actual Academic Year 1982-83, Projected Academic Years 1984-85 and 1988-89

Institution _____

Preparer's Name _____

Preparer's Title _____

Preparer's Telephone # _____

ACTUAL 1982-83 ACADEMIC YEAR

Faculty Status	Male	Female	Total
Professor			
Associate Professor			
Assistant Professor			
Instructors			
Lecturers			
No Academic Rank[3]			
Total			
Tenured			
Non-Tenured			

PROJECTED 1984-85 ACADEMIC YEAR

Faculty Status	Male	Female	Total
Professor			
Associate Professor			
Assistant Professor			
Instructors			
Lecturers			
No Academic Rank[3]			
Total			
Tenured			
Non-Tenured			

PROJECTED 1988-89 ACADEMIC YEAR

Faculty Status	Male	Female	Total
Professor			
Associate Professor			
Assistant Professor			
Instructors			
Lecturers			
No Academic Rank[3]			
Total			
Tenured			
Non-Tenured			

[1] Use the definition in Form NCES 2300-3 (1982-83).

[2] Actual 1982-83 data should be that reported on NCES 2300-3 "Salaries and Tenure of Full-time Instructional Faculty, 1982-83."

[3] Institutions without standard academic ranks should report all full-time faculty here.

Table 5: Number of Full-time and Part-time Instructional Faculty[1] by Racial/Ethnic Origin[1] and Sex Actual Academic Year 1981-82 and Projected 1984-85 and 1988-89

Institution _____
Preparer's Name _____
Preparer's Title _____
Preparer's Telephone Number _____

ACTUAL 1981-82 ACADEMIC YEAR[2]

Faculty Status	Non-Res. Alien	Black Non-Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic, Non-White	Total	Male	Female
Full-time								
Part-time								
Total								

PROJECTED 1984-85 ACADEMIC YEAR

Faculty Status	Non-Res. Alien	Black Non-Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic, Non-White	Total	Male	Female
Full-time								
Part-time								
Total								

PROJECTED 1988-89 ACADEMIC YEAR

Faculty Status	Non-Res. Alien	Black Non-Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic, Non-White	Total	Male	Female
Full-time								
Part-time								
Total								

[1] Use the definition in form NCES 2300-3 NYSED Supplement (1981-82).

[2] Actual 1981-82 data should be that reported on NCES 2300-3 NYSED Supplement, Part 3 "Racial and Ethnic Origins of Instructional Faculty."

Table 6: Number of Full-Time Faculty, Number of Full-Time Faculty Vacancies and Number of Part-time Faculty in Scientific, Technical, and Business Fields, Actual 1982-83 Academic Year and Projected 1984-85 and 1988-89 Academic Years

Institution _____

Preparer's Name _____

Preparer's Title _____

Preparer's Telephone Number _____

ACTUAL 1982-83 ACADEMIC YEAR

CATEGORY	No. of Full-time Faculty	No. of Vacant Full-Time Faculty Positions	No. of Part-time Faculty
Biological Sciences			
Comp. & Info. Sciences			
Engineering			
Mathematics			
Physical Sciences			
Business and Management			

PROJECTED 1984-85 ACADEMIC YEAR

CATEGORY	No. of Full-time Faculty	No. of Vacant Full-time Faculty Positions	No. of Part-time Faculty
Biological Sciences			
Comp. & Info. Sciences			
Engineering			
Mathematics			
Physical Sciences			
Business and Management			

PROJECTED 1988-89 ACADEMIC YEAR

CATEGORY	No. of Full-Time Faculty	No. of Vacant Full-Time Faculty Positions	No. of Part-time Faculty
Biological Sciences			
Comp. & Info. Sciences			
Engineering			
Mathematics			
Physical Sciences			
Business and Mangement			

Notes for Tables 7A, 7B, and 7C

- The projections of current revenues and expenditures that appear in Tables 7A, and 7B should be consistent with your institution's enrollment projections that appear in Table 2 of this section, which in turn should be consistent with Regents enrollment projections that appear in Tables 17 through 20 of the Appendix of this Bulletin.

- Take into consideration significant capital construction and rehabilitation projects as described in answer to question 32, Section B of this chapter, when reporting projected operations and maintenance costs in Tables 7B and 7C.

Instruction for Completing Table 7A
"Annual Current Funds Revenues, by Source"

I. All definitions must be those used for form ED 2300-4, "Financial Statistics of Institutions of Higher Education," Part A, "Current funds revenues by source." All actual 1982-83 revenues shown must equal those reported on ED 2300-4.

II.	Table 7A	ED 2300-4 Part A
1.	Tuition and Fees	= Line 1
2.	Government Appropriations	= Lines 2 + 3 + 4
2a.	Federal	= Line 2
2b.	State	= Line 3
2c.	Local	= Line 4
3.	Government Grants and Contracts	= Lines 5+6+7+8+9+10
3a.	Federal	= Lines 5+6
3b.	State	= Lines 7+8
3c.	Local	= Lines 9+10
4.	Private Gifts, Grants, and Contracts	= Lines 11+12
5.	Endowment Income	= Lines 13+14
6.	Sales and Services of Educational Activities	= Line 15
7.	Sales and Services of Auxiliary Enterprises	= Line 16
8.	Sales and Services of Hospitals	= Line 17
9.	Other sources	= Line 18
10.	Independent operations	= Line 19
	Total	= Line 20

III. Please express all amounts in constant (1982) dollars.

TABLE 7A: Annual Current Funds Revenues, by Source: 1982-83, 1984-85, 1988-89,* 1992-93*

*In constant (1982) dollars

Institution

Preparer's Name

Preparer's Title

Preparer's Telephone Number

Source:	Line	Actual[1] 1982-83	Projected 1984-85	1988-89	1992-93
		8201	8401	8801	9201
1. Tuition and Fees	01				
2. Government appropriations [2]	02				
a. Federal	03				
b. State	04				
c. Local	05				
3. Government Grants and Contracts[3]	06				
a. Federal	07				
b. State	08				
c. Local	09				
4. Private Gifts, Grants, and and Contracts	10				
5. Endowment Income	11				
6. Sales and Services of Educational Activities	12				
7. Sales and Services of Auxiliary Enterprises	13				
8. Sales and Services of Hospitals	14				
9. Other Services	15				
10. Independent Operations	16				
TOTAL [4]	17				

1. Actual data must match that reported on ED2300-4, "Financial Statistics of Institutions of Higher Education."

2. Line 02 must equal lines 03 + 04 + 05.
3. Line 06 must equal lines 07 + 08 + 09.
4. Line 17 must equal lines 01 + 02 + 06 + 10 + 11 + 12 + 13 + 14 + 15 + 16.

Instructions for Completing Table 7B
"Annual Current Funds Expenditures and Mandatory Transfers"

1. All definitions must be those used for form ED 2300-4, "Financial Statistics of Institutions of Higher Education," Part B, "Current funds expenditures and mandatory transfers." All actual 1982-83 revenues shown must equal those reported on ED 2300-4.

2.	Table 7B	ED 2300-4 Part B
Ia.	Instruction	= Line 1
Ib.	Research	= Line 2
Ic.	Public Service	= Line 3
Id.	Academic Support	= Line 4
Ie.	Student Services	= Line 6
If.	Institutional Support	= Line 7
Ig.	Operation and Maintenance of Plant	= Line 8
Ih.	Scholarships and Fellowships	
	1. awarded from unrestricted funds	= Line 9
	2. awarded from restricted funds	= Line 10
Ii.	Educational and General Mandatory Transfers	= Line 11
Ij.	Total Educ. and Gen. Expend. & Mand. Trans.	= Line 12
II.	Auxiliary Enterprises (including Auxiliary Enterprise Mandatory Transfers)	= Line 14
III.	Hospitals	= Line 16
IV.	Independent Operations	= Line 18
	Total Current Fund Expenditures and Mandatory Transfers	= Line 19

3. Please express all amounts in constant (1982) dollars.

TABLE 7B: Annual Current Fund Expenditures: 1982-83, 1984-85*, 1988-89*, 1992-93*

*In constant (1982) dollars

Institution

Preparer's Name

Preparer's Title

Budget Function	Line	Actual[1] 1982-83	Projected 1984-85	1988-89	1992-93
		8201	8401	8801	9201
I. Educational and General					
A. Instruction	01				
B. Research	02				
C. Public Service	03				
D. Academic Support	04				
E. Student Services	05				
F. Institutional Support	06				
G. Operation and Maintenance of Plant	07				
H. Scholarships and Fellowships					
1. Awarded from Unrestricted Funds	08				
2. Awarded from Restricted Funds	09				
I. Educational and General Mandatory Transfers	10				
J. Total Educational and General Expenditures and Mandatory Transfers[2]	11				
II. Auxiliary Enterprises[3]	12				
III. Hospitals	13				
IV. Independent Operations	14				
TOTAL CURRENT FUNDS EXPENDITURES AND MANDATORY TRANSFERS[4]	15				

1. Actual must match that reported on ED2300-4 "Financial Statistics of Institutions of Higher Education."

2. Line 11 must equal sum of line 01-10.
3. Line 12 includes Auxiliary Enterprise Mandatory Transfers.
4. Line 15 must equal sum of lines 11-15.

Institution

Preparer's Name

Table 7C

Selected Costs for Postsecondary Facilities
in constant (1982) dollars

		Actual 1982-83	Projected 1984-85	1988-89	1992-93
1. (a)	Operation and Maintenance of Educational and General Plant 1/	$	$	$	$
	Estimate % of costs in 1(a) related to energy needs	%	%	%	%
(b)	Operation and Maintenance of Auxiliary Enterprises Plant 2/	$	$	$	$
	Estimate % of costs in 1(b) related to energy needs	%	%	%	%
(c)	Operation and Maintenance of All Other Plant 3/	$	$	$	$
	Estimate % of costs in 1(c) related to energy needs	%	%	%	%
(d)	Total Operation and Maintenance of Plant (sum of 1a, 1b, 1c)	$	$	$	$
2. (a)	Indebtedness on current Physical Plant	$	$	$	$
(b)	Debt Service on current Physical Plant				
	. Principal	$	$	$	$
	. Interest	$	$	$	$
	. Total principal plus interest	$	$	$	$

Notes: (1) Report expenditures for operations established to provide service and maintenance related to campus grounds and facilities used for educational and general purposes. Do not include expenditures made from the institutional plant funds account.

(2) Report expenditures for operation and maintenance of those essentially self-supporting operations which exist to furnish a service to students, faculty or staff, and which charge a fee that is directly related to, although not necessarily equal to, the cost of the service. Examples are residential halls, food services, college stores, and intercollegiate athletics.

(3) Report operation and maintenance expenditures for "all other" plant, including hospitals, and independent operations.

TABLE 8: Basic Student Charges
Actual 1982, Projected *Fall 1984, 1988, 1992

*In Constant (1982) dollars.

Institution

Preparer's Name

Preparer's Title

Preparer's Telephone Number

Type of Charge	Line No.	Actual 1982	Projected 1984	1988	1992
		8201	8401	8801	9201
A. Total Undergraduate Charges[1]	01				
1. Tuition[2]	02				
2. Required Fees	03				
3. Subtotal, Tuition and Fees[3,4]	04				
4. Room	05				
5. Board (incl. #/week)	06				
6. Subtotal, Room and Board[5]	07				
7. Other Charges	08				
B. Total Graduate Charges[1]	09				
1. Tuition[2]	10				
2. Required Fees	11				
3. Subtotal, Tuition and Fees[3,4]	12				
4. Room	13				
5. Board (incl. #/week)	14				
6. Subtotal, Room and Board[5]	15				
7. Other Charges	16				
C. Total First-Professional Charges[1,6]	17				
1. Tuition[2]	18				
2. Required Fees	19				
3. Subtotal, Tuition and Fees[4]	20				
4. Room	21				
5. Board (incl. #/week)	22				
6. Subtotal, Room and Board[5]	23				
7. Other Charges	24				

1. Line 01 equals lines 04 + 07 + 08; line 09 equals lines 12 + 15 +16; line 17 equals lines 20 + 23 + 24.
2. Lines 02, 10, and 18 must be the tuition charge against which a Tuition Assistance Program (TAP) award is measured. If no full-time tuition charge exists, report tuition charge per semester hour or credit.
3. For Actual 1982, line 04 equals the sum reported on NYSED-1.1, Higher Education Data System.
4. Line 04 equals lines 02 + 03; line 12 equals lines 10 + 11; line 20 equals lines 18 + 19.
5. Line 07 equals lines 05 + 06; line 15 equals lines 13 + 14; line 23 equals lines 21 + 22. If an institution has a "package" charge for room and board and is not able to state room and board charges separately, the "package" charge should be reported on the subtotal line.
6. *Different charges for different categories of first-professional students (i.e., medicine, dentistry, law) at the same institution must be shown separately.*

Instructions for Completing Table 9

Cross Reference Between Items on HEDS Form NYSED-7 (Fall, 1982) and Table 9

Table 9 Part A "1982 Actual"		NYSED-7 (fall, 1982)	
Line No.	Category	Page	Line No.
1	Total Classroom Facilities	5	3
2	Total Laboratory Facilities	5	12
3	Total Office Facilities	5	17
4	Total Study Facilities	5	23
5	Total Special Use Facilities	5	33
6	Total General Facilities	5	42
7	Total Supporting Facilities	5	49
8	Total Health Care Facilities	6	59
9	Total Nonresidential Facilities	6	60
	Part B "1982 Actual"		
10	Total Residential Facilities	6	66
	Part C "1982 Actual"		
11	Total Unclassified Facilities	6	71
12	Total Assignable Area	6	72
	Part D "1982 Actual"		
13	Institutionally owned: Design capacity/occupancy	8	1(1)+1(3)+1(5)/ 1(2)+1(4)+1(6)
14	Institutionally leased: Design capacity/occupancy	8	2(1)+2(3)+2(5)/ 2(2)+2(4)+2(6)
15	Total (sum of 13 and 14): Design capacity/occupancy	8	3(1)+3(3)+3(5)/ 3(2)+3(4)+3(6)

TABLE 9
PROJECTED FACILITIES INVENTORY

(in Net Assignable Square Feet)

Institution: _____

Preparer's Name: _____

Preparer's Title: _____

Phone Number: _____

PART A. Nonresidential Facilities

Room Use Categories Code	Room Use Category*	Line No.	Actual 1982[1]	Projected 1984	Projected 1988	Projected 1992
			8201	8401	8801	9201
100	Total Classroom Facilities	1				
200	Total Laboratory Facilities	2				
300	Total Office Facilities	3				
400	Total Study Facilities	4				
500	Total Special Use Facilities	5				
600	Total General Use Facilities	6				
700	Total Supporting Facilities	7				
800	Total Health Care Facilities	8				
	TOTAL NONRESIDENTIAL FACILITIES (sum of lines 1-8)	9				

PART B. Residential Facilities

Code	Room Use Category*	Line No.	Actual 1982[1]	1984	Projected 1988	1992
900	Total Residential Facilities	10				

PART C. Unclassified

Code	Room Use Category*	Line No.	Actual 1982[1]	1984	Projected 1988	1992
000	Total Unclassified Facilities	11				
	TOTAL ASSIGNABLE AREA (sum of lines 9, 10 and 11)	12				

*Note: Room use categories are defined according to standard definitions from the "Facilities Inventory & Classification Manual - 1973" (OE 74-11424).

[1]Actual should be that reported on NYSED-7 Higher Education Data System, "Inventory of College and University Facilities, and Student Credit Hours Taught/Headcount on Campus by Time of Day, Fall 1982." (See instructions.)

Institution

Preparer's Name

Preparer's Title

Phone Number

Table 9 (continued)

PART D. Student Housing Capacity

	Line No.	Actual[1] 1982 Design Capacity 8201	Actual[1] Occupancy 8202	Projected 1984 Design Capacity 8401	Projected 1988 Design Capacity 8801	Projected 1992 Design Capacity 9201
1. Institutionally owned (owned fee simple and under amortization)	13					
2. Institutionally leased	14					
3. Total (sum of 13 and 14)	15					

[1]Actual should be that reported on NYSED-7 Higher Education Data System, "Inventory of College and University Facilities, and Student Credit Hours Taught/Headcount on Campus by Time of Day, Fall 1982." (See instructions.)

INSTITUTIONAL MASTER PLANS

In its master plan, prepared or revised every four years, an institution states its mission and goals, and the objectives and courses of action it intends to pursue. The master plan establishes the purposes of an institution which are understood by the members of the institutional community. It is a flexible document, being subject to amendment as conditions warrant.

The master plan of an institution should be in sufficient detail to enable the institutional community, other participants in the planning process, and the public to understand the direction the institution intends to go during the planning period (at least four years) and to evaluate needs, proposals, priorities, costs, and results. It should describe the academic programs the institution offers and plans to offer; the clienteles the institution serves and plans to serve, at least in terms of admission policies and potential enrollments; plans for new facilities; expenditure projections for capital and operating costs; and plans with respect to other matters of concern to the institutional community and to society. It begins with a statement of the mission of the institution.

Mission of the Institution

A statement of institutional mission should reflect the academic orientation of the institution. It should assist the institution's trustees, faculty, and administration as they consider the social and economic context in which the institution operates; the issues identified in this Bulletin; the relative roles of teaching, creation and preservation of knowledge, and service in the institution's activity; the addition or deletion of academic programs; the nature of the clienteles to be served; the setting of priorities; and the application of available resources to institutional operation. Ideally, the statement of mission also should contain enough information to support intelligent student choice and to provide a framework for statewide planning analyses related to requests for authorization of new programs of study, the addition of facilities, and the comprehensiveness of offerings within a region and statewide.

As part of its 1980 master plan, each institution was asked to formulate or revise its statement of mission in terms of its academic programs and its student body. In preparing its 1984 master plan, each institution should review that mission statement, particularly in light of the issues identified in this Bulletin, revising and updating as necessary the following elements that were called for in 1980:

(1) A narrative description of the institution's educational philosophy, and a discussion of those elements of its nature and mission that make it distinctive or unique in the State, with specific reference to elements or proposed changes which the institution expects will alter its enrollment forecasts.

(2) A description of what a student may expect in terms of educational accomplishment while attending the institution — separately specified for undergraduate, graduate, and first-professional degree programs and for occupationally oriented and other programs — and measures of such accomplishment.

(3) A profile of the students, including:

(a) geographic origin of students admitted and students enrolled, for undergraduate, graduate, and first-professional degree students, specifying the proportion attracted locally (i.e., from the county in which the institution is located), regionally (the Regents Postsecondary Planning Region in which the institution is

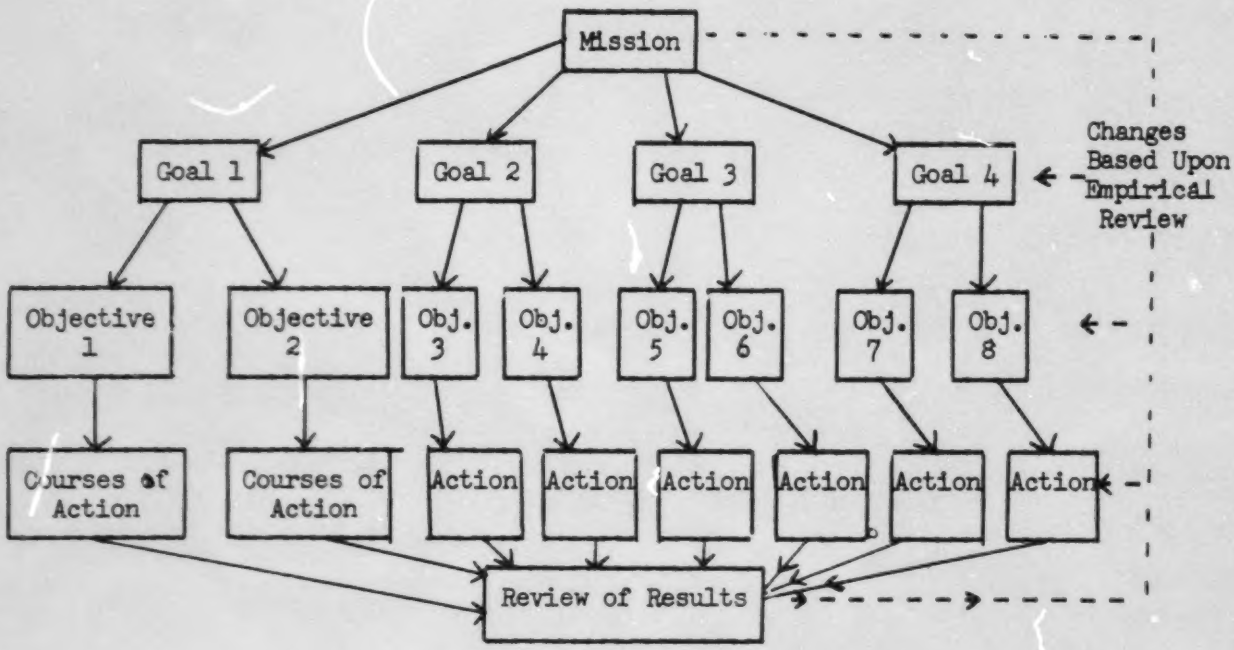
located), from New York State as a whole, from each sector of the nation, nationally, and internationally.

(b) prior academic achievement, in terms of a profile of first-time full-time students enrolled in each of the three preceding academic years in terms of high school averages and SAT or ACT scores and comparing those enrolled with all such students accepted. For first-time graduate and first-professional degree students, the profile should be based on undergraduate cumulative grade point averages and GRE or similar test scores.

Both present conditions and proposed or anticipated future changes should be described, with underlying rationales. Significant changes from statements made in 1980 master plans or 1982 progress reports should be noted.

Goals, Objectives, and Courses of Action

In its master plan, an institution should set forth an interrelated set of goals, objectives, and courses of action (or strategies). Pictorially, the flow of institutional planning might resemble the following figure:



- Figure 1 -

Institutional Planning Sequence

As an essential part of its 1984 master plan, each institution is asked to prepare a precise statement of its goals, objectives, and planned courses of action during the period 1984-1988.

An institutional goal serves to describe a highly desirable condition which is sought. It should be stated in fairly broad terms and normally is not quantifiable. It usually should be confined to a specific functional area, such as academic programs, faculty, facilities, finance, admissions, student services, interinstitutional cooperation, and so forth. The goals that an institution pursues should stem directly from its mission, in light of the social and economic context it anticipates for the planning period and the issues identified in this Bulletin, and from the Regents general goals for all of postsecondary education: Excellence, Access, Diversity, and the Effective Use of Resources.

An institutional objective is a statement of a specific end which, if achieved, will support one or more institutional goals. Objectives should be expressed in quantifiable terms and should be achievable within the time frame of the master plan (ie, up to four years). Objectives may be assigned priorities in accordance with their signficance. They should specify the resources necessary for achievement.

In order to be achieved, each objective requires one or more courses of action or strategies that the institution will follow during the planning period. Resource commitments and changes in academic policies are very basic examples of areas of action. Courses of action should be stated in terms of time frames and should specify resources to be used.

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Table 1

FULL-TIME UNDERGRADUATE ACCESS INDICES FOR NEW YORK STATE
Selected Years

Full-Time Undergraduate Access Index

Year		New York State HS Graduate College Entrance Index*	New York State Recent HS Graduate College Entrance Index**	National Recent HS Graduate College Entrance Index***
Fall	1968	56.1%	NA	NA
	1969	NA	NA	NA
	1970	NA	NA	NA
	1971	NA	NA	NA
	1972	53.0	NA	NA
	1973	53.9	NA	NA
	1974	56.7	NA	NA
	1975	57.1	47.2%	59.0%
	1976	54.3	NA	NA
	1977	56.4	NA	NA
	1978	57.2	46.9%	NA
	1979	59.9	47.5%	60.2%
	1980	61.5	49.5% (est.)	NA
	1981	62.1%	51.3%	NA

NOTES:

New York State College Entrance Index =

$$\frac{\text{NYS Residents enrolled Full-Time First-Time in fall of Year t}}{\text{NYS High School Graduates in Spring of Year t}}$$

* Overall Index includes all full-time first-time enrollees in New York State colleges regardless of age.

** NYS Recent Graduate Index includes only enrollees in New York State colleges who are less than 20 years of age. It can be calculated only when age distribution of students is available, generally in odd numbered years.

*** National Recent Graduate Index includes only enrollees less than 20 years of age but attending anywhere in the USA. Its calculation requires both age distribution of students and interstate residence and migration statistics. The latter was collected in 1981 by the National Center for Education Statistics; it is not known when they will collect it next.

Source: NYSED, Office of Postsecondary Research, Information Systems and Institutional Aid, 1982

Table 2

PART-TIME UNDERGRADUATE COLLEGE ACCESS INDICES FOR NYS POPULATION AGES 20-44

Year	Rate For Eligible Population* Ages 20-44	Rate For Total Population Ages 20-44
1960	2.22%	1.04%
.	.	.
.	.	.
.	.	.
.	.	.
.	.	.
1970	5.34	2.91
1971	NA	2.98
1972	NA	3.29
1973	6.61	3.66
1974	7.09	3.87
1975	NA	4.18
1976	NA	3.70
1977	NA	3.63
1978	6.18	3.67
1979	5.94	3.72
1980	NA	3.85
1981	6.46	4.07

* Population having 12 to 15 years of education.

Source: NYSED, Office of Postsecondary Research, Information Systems and Institutional Aid, 1982

Table 3

NEW YORK STATE
PARTICIPATION BY AGE GROUP[1]

UNDERGRADUATE

AGE GROUP	Full-Time, First-Time 1978	1979	1980*	1981	% Change 1978-81	Part-Time 1978	1979	1980*	1981	% Change 1978-81
HSG or 15-19	46.9%	47.5%	49.5%	51.3%	+9.4	1.36%	1.47%	1.48%	1.50	10.3
20-24	.93	1.11	1.04	1.01	+8.6	3.88	3.95	3.96	4.06	4.8
25-29	.31	.28	.30	0.33	+6.5	2.94	3.00	3.05	3.10	5.5
30-34	.13	.13	.15	0.16	+23.1	2.63	2.70	2.66	2.62	-0.5
35-44						1.67	1.71	1.84	1.93	15.4
45-59						.70	.70	.78	.86	23.1

GRADUATE

	Full-Time 1978	1979	1980*	1981	% Change 1978-81	Part-Time 1978	1979	1980*	1981	% Change 1978-81
15-19	--	.01	.02	.03	--	.01	--	--	--	--
20-24	.60	.61	.60	.59	-2.4	.95	.92	.86	.83	-12.3
25-29	.69	.67	.64	.59	-15.2	2.01	1.84	1.77	1.72	-14.6
30-34	.34	.34	.34	0.33	-2.9	1.39	1.41	1.37	1.39	-3.5
35-44	.14	.14	.16	0.16	+14.3	.73	.78	.81	.83	14.2
45-59	.04	.04	.04	0.04	0.	.25	.27	.28	.28	12.0

[1] Participation rates were determined by dividing enrollment in each age group by the New York State population in that age group.

SOURCE: NYSED, Office of Postsecondary Research, Information Systems, and Institutional Aid

Table 4

AGE DISTRIBUTION[1] BY LEVEL OF STUDY,
FULL-TIME, PART-TIME,
NEW YORK STATE
Preliminary
Fall 1981

	Under 19	20-24	25-29	30-34	35-44	45+	Total[2]
Full-time Undergrad.	43.0	43.9	6.3	3.2	2.5	1.1	568,581
Part-time Undergrad.	9.5	28.3	20.4	15.0	16.7	10.0	251,954
Full-time Graduate	1.3	34.3	32.5	16.1	11.8	3.9	46,908
Part-time Graduate	.3	16.5	31.6	21.4	20.8	9.4	97,812
Full-time 1st Prof.	1.8	57.4	30.1	6.5	3.2	.9	22,219
Part-time 1st Prof.	0	13.8	34.8	25.9	18.7	6.8	2,519

[1] Proportions were determined from enrollment data that excluded students of unknown age.

[2] Preliminary fall 1981 data.

Source: NYSED, Higher Education Data System, 1982

Table 5

COMPARISONS OF EDUCATIONAL ATTAINMENT OF ADULTS IN NEW YORK STATE AND THE NATION AGES 25 AND OLDER 1940-1981

	Year								
								Ages 25-44	
	1940	1950	1960	1970	1975[1]	1978[1]	1981[2]	1978	1981
	Percentage of Age Group Having 4 Years of High School or 4 Years of High School and 1-3 Years of College (The Undergraduate Population Pool)								
New York State	17.4%	27.2%	31.9%	40.5%	46.2%	49.8%	51.3%	58.2%	58.6%
United States	19.5%	27.3%	33.4%	41.8%	48.7%	50.2%	52.6%	58.8%	60.4%
	Percentage of Age Group Having 4 or more Years of College (The Graduate Population Pool)								
New York State	5.5%	7.4%	8.9%	11.8%	16.6%	16.2%	17.8%	22.1%	24.9%
United States	4.6%	6.0%	7.7%	10.7%	13.9%	15.7%	17.1%	21.4%	22.5%
	Percentage of Age Group Having at Least 4 Years of High School								
New York State	22.9%	34.6%	40.8%	52.3%	62.8%	66.0%	69.0%	80.3%	83.4%
United States	24.1%	33.3%	41.1%	52.5%	62.6%	65.9%	69.7%	80.2%	82.9%

[1] Employed characteristics of population found in the 1970 census to inflate sample data.

[2] Employed characteristics of population found in the 1980 census to inflate sample data.

Source: U.S. Bureau of the Census:
Census of the Population, 1940, 1950, 1960, and 1970.
Current Population Surveys, 1975, 1978, and 1981 (Data for 1981, unpublished).

Table 6

ADULT PARTICIPATION IN UNDERGRADUATE AND GRADUATE EDUCATION
Fall 1981

Age Groups	Undergraduate Education: Estimated[1] Enrollment	Undergraduate Education: Population Pool (Individuals with 4 years of high school or 4 years of high school and 1-3 years of college)	Undergraduate Education: Participation Rate	Graduate Education: Estimated[1] Enrollment	Graduate Education: Population Pool (Individuals with 4 or more years of college)	Graduate Education: Participation Rate
Full-time						
25-29	35,866	830,000	4.3%	15,267	316,000	4.8%
30-34	17,949	806,000	2.2%	7,571	400,000	1.9%
35-44	14,251	1,131,000	1.3%	5,527	459,000	1.2%
25-44	68,066	2,767,000	2.5%	28,365	1,175,000	2.4%
45-over	6,190	2,587,000	.2%	1,816	679,000	.3%
25-over	74,256	5,354,000	1.4%	30,181	1,854,000	1.6%
Part-time						
25-29	51,509	830,000	6.2%	30,913	315,000	9.8%
30-34	37,690	806,000	4.7%	20,928	400,000	5.2%
35-44	42,176	1,131,000	3.7%	20,365	459,000	4.4%
25-44	131,375	2,767,000	4.7%	72,206	1,175,000	6.1%
45-over	25,154	2,587,000	1.0%	9,230	679,000	1.4%
25-over	156,529	5,354,000	2.9%	81,436	1,854,000	4.4%
Total						
25-29	87,375	830,000	10.5%	46,180	316,000	14.6%
30-34	55,639	806,000	6.9%	28,499	400,000	7.1%
35-44	56,427	1,131,000	5.0%	25,892	459,000	5.6%
25-44	199,441	2,767,000	7.2%	100,571	1,175,000	8.6%
45-over	31,344	2,587,000	1.2%	11,046	679,000	1.6%
25-over	230,785	5,354,000	4.3%	111,617	1,854,000	6.0%

[1]Enrollment in each age group was estimated by applying the proportion of total enrollment of each student type in each age group, excluding students of unknown age, against total preliminary fall 1981 enrollment of each student type.

Source: 1981 Enrollment data from NYSED, Higher Education Data System, 1981 population pool data from U.S. Bureau of the Census - Current Population Survey, March 1981 (unpublished data).

Table 7

CHANGE IN ADULT PARTICIPATION RATES[1] 1978-1981

Level/Age Group	1978	1981	% Change
Full-Time Undergraduate			
25-34	3.0	3.3	+10.0
35-44	1.1	1.3	+18.2
44-over	.2	.2	0
25-over	1.2	1.4	+16.7
Part-Time Undergraduate			
25-34	5.2	5.5	+5.8
35-44	3.4	3.7	+8.8
45-over	.8	1.0	+25.0
25-over	2.7	2.9	+7.4
Total Undergraduate			
25-34	8.2	8.7	+6.1
35-44	4.4	5.0	+13.6
45-over	1.0	1.2	+20.0
25-over	3.9	4.3	+10.3
Full-Time Graduate			
25-34	3.9	3.2	-17.9
35-44	1.2	1.2	0
45-over	.3	.3	0
25-over	1.8	1.6	-11.1
Part-Time Graduate			
25-34	9.1	7.2	-20.9
35-44	4.4	4.4	0
45-over	1.2	1.4	+16.7
25-over	4.8	4.4	-8.3
Total Graduate			
25-34	13.0	10.4	-20.0
35-44	5.6	5.6	0
45-over	1.5	1.6	+6.7
25-over	6.6	6.0	-9.1

[1] Adult participation rates were determined by dividing adult enrollment by age group by the population eligible for that enrollment by age group.

Source: Population data from U.S. Bureau of the Census: Current Population Surveys 1978 and 1981 (Data for 1981, unpublished).
Enrollment data from NYSED, Higher Education Data System.

Table 8

DEGREE-CREDIT ENROLLMENT IN NEW YORK STATE
By Level of Student and Regents Region

Fall 1980 and Fall 1981

Level/Region	Full-Time Fall 1980	Full-Time Fall 1981	Full-Time Percent Change	Part-Time Fall 1980	Part-Time Fall 1981	Part-Time Percent Change
Undergraduate						
Western	61,288	63,177	3.08	20,301	20,339	0.19
Genesee Valley	42,148	41,959	-0.45	19,000	19,402	2.12
Central	78,036	79,820	2.29	17,529	18,089	3.19
Northern	14,343	14,742	2.78	1,494	1,644	10.04
Northeast	56,028	57,317	2.30	23,380	25,669	9.79
Mid-Hudson	54,741	55,384	1.17	30,611	33,926	10.83
New York City	187,912	189,121	0.64	91,756	93,698	2.12
Long Island	65,659	66,231	0.87	40,180	40,002	-0.44
New York State	560,155	567,751	1.36	244,251	252,769	3.49
First-Professional						
Western	1,863	1,888	1.34	10	9	-10.00
Genesee Valley	552	504	-8.70	65	50	-23.08
Central	2,085	2,061	-1.15	28	22	-21.43
Northeast	1,230	1,214	-1.30	5	2	-60.00
Mid-Hudson	1,441	1,659	15.13	363	372	2.48
New York City	12,151	12,643	4.05	1,870	2,021	8.07
Long Island	2,141	2,297	7.29	3	1	-66.67
New York State	21,463	22,266	3.74	2,344	2,477	5.67
Graduate						
Western	3,854	3,873	0.49	6,501	6,301	-3.08
Genesee Valley	2,340	2,406	2.82	5,219	5,251	0.61
Central	7,997	8,175	2.23	7,123	7,174	0.72
Northern	342	353	3.22	709	685	-3.39
Northeast	3,611	3,516	-2.63	6,997	6,653	-4.92
Mid-Hudson	944	1,047	10.91	6,079	6,359	4.61
New York City	23,892	23,928	0.15	50,704	50,434	-0.53
Long Island	3,932	3,917	-0.38	15,031	14,946	-0.57
New York State	46,912	47,215	0.65	98,363	97,803	-0.57

Source: NYSED, Office of Postseconary Research, Information Systems & Institutional Aid

Table 9

NEW YORK STATE
PROPORTIONS OF DEGREE-CREDIT ENROLLMENT
for Selected Institutional Categories
1975-1982

	1975	1976	1977	1978	1979	1980	1981	Est.[1] 1982
New York State								
Full-time Undergraduate	55.2	57.4	57.9	57.6	57.6	57.5	57.4	56.1
Part-time Undergraduate	25.7	24.3	24.1	24.5	24.7	25.1	25.5	25.5
Full-time Graduate	4.7	4.9	4.9	4.9	4.9	4.8	4.7	4.5
Part-time Graduate	12.4	11.3	10.8	10.6	10.5	10.1	9.9	9.3
Full-time First-Professional	1.7	1.9	2.1	2.2	2.2	2.2	2.2	2.3
Part-time First-Professional	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Full-time Undergraduate								
State University								
4-Year	20.3	20.3	19.7	19.8	19.6	20.0	19.8	19.6
Agricultural and Technical	3.8	3.7	3.7	3.9	3.8	3.7	3.6	3.5
Community Colleges[2]	15.1	15.1	15.1	15.0	15.2	16.0	16.3	16.6
City University								
Senior[3]	18.1	15.7	15.4	14.6	14.0	13.0	12.4	12.2
Community Colleges	5.9	6.2	6.8	6.4	6.3	5.5	5.4	6.0
Independent								
4-Year	33.2	34.9	35.1	36.2	36.8	37.2	37.4	37.0
2-Year	1.3	1.5	1.5	1.5	1.5	1.7	1.6	1.7
Proprietary	2.3	2.6	2.8	2.8	2.9	3.0	3.4	3.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Part-time Undergraduate								
State University								
4-Year	7.2	7.7	8.0	8.5	9.1	9.8	9.7	9.2
Agricultural and Technical	3.2	3.6	3.6	3.7	3.4	3.5	3.3	3.4
Community Colleges	28.7	30.7	33.0	34.5	35.1	34.4	35.3	35.5
City University								
Senior	25.3	20.1	17.4	16.0	15.3	15.0	14.9	13.1
Community Colleges	10.5	8.0	6.4	6.0	5.7	6.7	6.9	7.0
Independent								
4-Year	22.7	26.2	27.7	27.3	27.2	26.7	26.3	26.0
2-Year	0.5	0.9	1.1	1.1	1.5	1.4	1.3	1.4
Proprietary	1.9	2.8	2.8	2.9	2.8	2.5	2.3	2.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Full-time Graduate and First-Professional								
State University	24.5	23.1	22.4	21.9	22.4	22.9	22.5	22.4
City University	7.1	6.6	6.5	6.9	7.0	6.7	6.9	6.9
Independent	68.4	70.3	71.7	71.2	70.6	71.4	70.6	70.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Part-Time Graduate and First-Professional								
State University	20.6	20.1	19.5	19.0	18.2	18.2	16.8	17.0
City University	17.9	13.3	11.0	11.1	11.3	11.5	12.0	12.8
Independent	61.5	66.6	69.5	69.9	70.5	70.3	71.2	70.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
All Enrollment								
State University	36.0	36.6	36.7	37.2	37.5	38.3	38.4	38.5
City University	25.2	21.4	20.2	19.2	18.6	17.7	17.5	17.9
Independent	37.2	40.0	40.8	41.3	41.6	41.6	41.6	40.1
Proprietary	1.6	2.0	2.3	2.3	2.3	2.4	2.5	2.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

[1] Based on preliminary figures from all Public Institutions and 98.2% of Independent and Proprietary Institutions.

[2] Fashion Institute is included in Community College Total.

[3] New York City Technical College is included in Senior College Total.

Source: Office of Postsecondary Research, Information Systems & Institutional Aid

Table 10
New York State
DEGREE-CREDIT ENROLLMENT
1975-1982

	1975	1976	1977	1978	1979	1980	1981	Est.[1] 1982
New York State								
Full-time Undergraduate	549,374	539,147	542,690	538,343	548,648	560,155	568,581	572,553
Part-time Undergraduate	256,068	228,131	225,340	229,423	234,637	244,251	251,954	251,321
Full-time Graduate	46,675	45,568	45,613	45,625	45,587	46,912	46,908	44,261
Part-time Graduate	123,608	105,687	101,600	99,137	99,829	98,363	97,812	91,719
Full-time First-Professional	17,197	18,373	19,767	20,864	21,036	21,463	22,219	22,376
Part-time First-Professional	1,638	1,777	1,851	1,928	2,086	2,344	2,519	2,582
Full-time Undergraduate								
State University								
4-Year	111,634	109,235	106,786	106,381	107,679	111,782	112,769	112,119
Agricultural and Technical	21,097	20,137	20,105	20,371	20,680	20,702	20,390	20,104
Community Colleges[2]	83,061	81,316	81,732	80,764	83,223	89,625	92,702	95,137
City University								
Senior[3]	99,626	94,450	83,539	78,620	76,878	72,418	70,520	70,014
Community Colleges	32,417	33,339	36,699	34,310	34,549	30,748	30,924	34,560
Independent								
4-Year	182,655	187,761	190,302	194,705	201,230	208,372	212,781	210,655
2-Year	7,341	8,110	8,364	8,084	8,284	9,269	9,182	9,646
Proprietary	11,543	13,799	15,163	15,108	16,025	17,239	19,313	20,318
Part-time Undergraduate								
State University								
4-Year	18,507	17,554	17,919	19,453	21,302	23,877	24,318	23,247
Agricultural and Technical	8,332	8,194	8,201	8,429	8,074	8,574	8,254	8,307
Community Colleges	73,554	70,000	74,364	79,181	82,285	84,067	88,889	89,316
City University								
Senior	64,832	45,744	39,251	36,807	35,875	36,512	37,637	37,962
Community Colleges	26,959	28,318	14,484	13,772	13,300	16,437	17,407	17,599
Independent								
4-Year	58,022	59,734	62,403	62,582	63,773	65,212	66,226	56,340
2-Year	1,305	2,099	2,383	2,629	3,464	3,359	3,335	3,560
Proprietary	4,575	6,488	6,335	6,570	6,564	6,113	5,388	5,790
Full-time Graduate and First-Professional								
State University	15,669	14,773	14,672	14,565	14,946	15,443	15,528	14,932
City University	4,515	4,201	4,242	4,606	4,657	4,522	4,743	4,375
Independent	43,689	44,967	46,466	47,318	47,020	48,409	48,956	47,130
Part-time Graduate and First-Professional								
State University	25,761	21,646	20,167	19,217	19,539	18,345	16,891	15,994
City University	22,425	14,302	11,355	11,182	11,513	11,536	11,999	12,037
Independent	77,060	71,516	71,929	70,666	71,383	70,826	71,441	66,279
All Enrollment								
State University	357,614	342,855	343,946	348,361	356,708	372,415	379,741	379,356
City University	250,774	200,354	189,570	179,297	175,872	172,273	173,220	176,747
Independent	379,200	374,187	381,847	385,984	395,644	405,448	411,821	402,601
Proprietary	16,113	20,287	21,498	21,678	22,589	23,352	25,201	26,108
TOTAL	994,578	937,683	936,861	935,320	951,823	973,488	989,993	984,812

[1] Based on preliminary figures from all Public Institutions and 98.2% of Independent and Proprietary Institutions.

[2] Fashion Institute is included in Community College Total.

[3] New York City Technical College is included in Senior College Total.

Source: Office of Postsecondary Research, Information Systems & Institutional Aid.

Table 11

NEW YORK STATE
SECTOR ENROLLMENT SHARES FOR TOTAL ENROLLMENT
LEVEL BY SECTOR 1961-1981

LEVEL/SECTOR SHARES	1961*	1965	1970	1975	1980	1981
UNDERGRADUATE: 4-yr Institutions						
SUNY	34.0	20.4	24.7	25.7	27.8	27.3
CUNY		20.2	25.7	28.3	18.9	18.5
Independent	66.0	59.4	49.6	45.3	52.3	52.8
Proprietary	0.0	0.0	0.0	0.7	1.0	1.0
Total 4-yr Institutions	100.0	100.0	100.0	100.0	100.0	100.0
UNDERGRADUATE: 2-yr Institutions						
SUNY	89.3	66.7	69.6	65.4	68.5	68.7
CUNY		24.0	26.4	26.9	20.5	20.1
Independent	10.7	9.3	4.0	3.1	4.5	4.3
Proprietary	0.0	0.0	0.0	4.6	6.5	6.9
Total 2-yr Institutions	100.0	100.0	100.0	100.0	100.0	100.0
GRADUATE						
SUNY	17.5	11.3	21.8	22.1	20.4	19.5
CUNY		16.9	19.1	15.9	11.0	11.5
Independent	82.5	71.8	59.1	62.0	68.6	69.0
Total Graduate	100.0	100.0	100.0	100.0	100.0	100.0
FIRST-PROFESSIONAL						
SUNY	10.0	16.8	17.3	19.7	17.6	17.2
Independent	90.0	83.2	82.7	80.3	82.4	82.8
Total First-Professional	100.0	100.0	100.0	100.0	100.0	100.0
LEVEL						
Total Undergraduate						
4-yr Institutions	67.8	63.9	55.5	53.4	53.8	53.4
2-yr Institutions	10.5	14.9	24.1	27.6	28.9	29.5
Total Graduate	18.4	18.3	18.3	17.1	14.9	14.6
Total First-Professional	3.3	2.9	2.1	1.9	2.4	2.5
State Total	100.0	100.0	100.0	100.0	100.0	100.0
SECTOR						
TOTAL SUNY	36.0	25.5	34.7	36.0	38.3	38.4
TOTAL CUNY		19.6	24.2	25.2	17.7	17.5
Total Independent	64.0	54.9	41.1	37.2	41.7	41.6
Total Proprietary	0.0	0.0	0.0	1.6	2.3	2.5
State Total	100.0	100.0	100.0	100.0	100.0	100.0

*1961 was the first year that graduate and first-professional enrollment figures were reported separately.
Source : NYSED, Office of Postsecondary Research, Information Systems and Institutional Aid, 1982.

Table 12
NEW YORK STATE
TOTAL ENROLLMENT
LEVEL BY SECTOR 1961-1981

LEVEL/SECTOR	1961*	1965	1970	1975	1980	1981
UNDERGRADUATE: 4-yr Institutions						
SUNY	77,733	58,352	104,876	136,716	145,478	146,609
CUNY		58,161	109,327	150,137	98,591	97,804
Independent	151,134	170,170	210,983	240,677	273,584	279,007
Proprietary	0	0	0	3,521	5,158	5,155
Total 4-yr. Institution	228,867	286,683	424,540	531,051	522,811	528,575
UNDERGRADUATE: 2-yr Institutions						
SUNY	31,690	44,459	127,848	179,469	193,149	200,713
CUNY		16,027	48,631	73,697	57,624	58,684
Independent	3,793	6,208	7,273	8,646	12,628	12,517
Proprietary	0	0	0	12,597	18,191	20,046
Total 2-yr Institutions	35,483	66,694	183,752	274,409	281,595	291,960
GRADUATE						
SUNY	10,993	9,274	30,421	37,717	29,598	28,175
CUNY		13,858	26,653	26,940	16,058	16,742
Independent	51,075	58,899	82,806	105,626	99,619	99,803
Total Graduate	61,871	82,031	139,879	170,283	145,275	144,720
FIRST-PROFESSIONAL						
SUNY	1,129	2,230	2,791	3,693	4,190	4,244
Independent	10,196	11,070	13,337	15,123	19,617	20,494
Total First Professional	11,324	13,300	16,128	18,835	23,807	24,738
LEVEL						
Total Undergraduate:						
4-yr Institutions	228,867	286,683	424,540	531,051	522,811	528,575
2-yr Institutions	35,483	66,694	183,842	274,409	281,595	291,960
Total Graduate	62,068	82,031	139,880	170,283	145,275	144,720
Total First Professional	11,325	13,305	16,128	18,835	23,807	24,738
State Total	337,743	448,708	764,390	994,578	973,488	989,993
SECTOR						
Total SUNY	121,545	114,315	265,290	357,614	372,415	379,741
Total CUNY		88,064	184,701	250,774	172,273	173,230
Total Independent	216,198	246,347	314,339	370,208	405,448	411,821
Total Proprietary	0	0	0	16,118	23,352	25,201
State Total	337,743	448,708	764,390	994,578	973,488	989,993

*1961 was the first year that graduate and first-professional enrollment figures were reported separately,
Source: NYSED, Office of Postsecondary Research, Information Systems and Institutional Aid, 1982.

Table 13

NEW YORK STATE
SECTOR ENROLLMENT SHARES FOR FULL-TIME ENROLLMENT
LEVEL BY SECTOR 1961-1981

LEVEL/SECTOR SHARES	1961*	1965	1970	1975	1980	1981
UNDERGRADUATE: 4-yr Institutions						
SUNY	34.1	21.8	26.9	29.2	29.5	29.4
CUNY		18.3	21.5	23.7	16.7	16.1
Independent	65.9	59.9	51.6	46.7	53.3	53.8
Proprietary	0.0	0.0	0.0	0.4	0.6	0.6
Total 4-yr Institutions	100.0	100.0	100.0	100.0	100.0	100.0
UNDERGRADUATE: 2-yr Institutions						
SUNY	87.1	67.3	70.8	64.1	63.2	63.2
CUNY		22.3	23.6	25.0	22.4	21.8
Independent	12.9	10.4	5.6	4.6	5.5	5.3
Proprietary	0.0	0.0	0.0	6.2	8.9	9.7
Total 2-yr Institutions	100.0	100.0	100.0	100.0	100.0	100.0
GRADUATE						
SUNY	10.2	13.8	24.4	25.7	24.0	24.1
CUNY		5.1	8.3	9.7	9.6	10.1
Independent	89.8	81.1	67.4	64.6	66.4	65.8
Total Graduate	100.0	100.0	100.0	100.0	100.0	100.0
FIRST-PROFESSIONAL						
SUNY	11.7	18.3	19.3	21.5	19.5	19.1
Independent	88.3	81.7	80.7	78.5	80.5	80.9
Total First-Professional	100.0	100.0	100.0	100.0	100.0	100.0
LEVEL SHARES						
Total Undergraduate:						
4-yr Institutions	78.4	72.3	67.5	63.8	62.3	62.0
2-yr Institutions	10.8	16.1	21.4	25.8	26.9	27.2
Total Graduate	6.5	8.0	8.2	7.6	7.5	7.4
Total First-Professional	4.2	3.7	2.9	2.8	3.4	3.5
State Total	100.0	100.0	100.0	100.0	100.0	100.0
SECTOR SHARES						
Total SUNY	37.3	28.3	35.9	37.8	37.8	37.9
Total CUNY		17.2	20.2	22.3	17.1	16.6
Total Independent	62.7	54.5	43.9	38.1	42.3	42.5
Total Proprietary	0.0	0.0	0.0	1.9	2.7	3.0
State Total	100.0	100.0	100.0	100.0	100.0	100.0

*1961 was the first year that graduate and first-professional enrollment figures were reported separately.
Source: NYSED, Office of Postsecondary Research, Information Systems and Institutional Aid, 1982.

Table 14

NEW YORK STATE
FULL-TIME ENROLLMENT
LEVEL BY SECTOR 1961-1981

LEVEL/SECTOR	1961*	1965	1970	1975	1980	1981
UNDERGRADUATE: 4-yr Institutions						
SUNY	61,530	52,197	89,938	114,297	115,345	116,376
CUNY		43,860	71,669	92,483	65,333	63,684
Independent	119,024	143,787	172,327	182,655	208,372	212,781
Proprietary	0	0	0	1,692	2,292	2,391
Total 4-yr Institutions	180,554	239,844	333,934	391,127	391,342	395,232
UNDERGRADUATE: 2-yr Institutions						
SUNY	21,744	35,896	74,871	101,495	106,764	109,485
CUNY		11,880	24,986	39,560	37,833	37,760
Independent	3,218	5,563	5,935	7,341	9,269	9,182
Proprietary	0	0	0	9,851	14,947	16,922
Total 2-yr Institutions	24,962	53,339	105,792	158,247	168,813	173,349
GRADUATE						
SUNY	1,538	3,687	9,934	11,975	11,261	11,293
CUNY		1,363	3,376	4,515	4,522	4,743
Independent	13,488	21,527	27,489	30,185	31,129	30,872
Total Graduate	15,026	26,577	40,799	46,675	46,912	46,908
FIRST-PROFESSIONAL						
SUNY	1,129	2,220	2,772	3,693	4,182	4,235
Independent	8,553	9,923	11,611	13,504	17,281	17,984
Total First-Professional	9,682	12,143	14,383	17,197	21,463	22,219
LEVEL						
Total Undergraduate:						
4-yr Institutions	180,554	239,844	333,934	391,127	391,342	395,232
2-yr Institutions	24,962	53,339	105,792	158,247	168,813	173,349
Total Graduate	15,026	26,577	40,799	46,675	46,912	46,908
Total First-Professional	9,682	12,143	14,383	17,197	21,463	22,219
State Total	230,224	331,903	494,908	613,246	628,530	637,708
SECTOR						
Total SUNY	85,941	94,000	177,515	231,460	237,552	241,389
Total CUNY		57,103	100,031	136,558	107,688	106,187
Total Independent	144,283	180,800	217,362	233,685	266,051	270,819
Total Proprietary	0	0	0	11,543	17,239	19,313
State Total	230,224	331,903	494,908	613,246	628,530	637,708

*1961 was the first year that graduate and first-professional enrollment figures were reported separately.
Source: NYSED, Office of Postsecondary Research, Information Systems and Institutional Aid, 1982.

Table 15

NEW YORK STATE
SECTOR ENROLLMENT SHARES FOR PART-TIME ENROLLMENT
LEVEL BY SECTOR 1961-1981

LEVEL/SECTOR SHARES	1961*	1965	1970	1975	1980	1981
UNDERGRADUATE: 4-yr Institutions						
SUNY	33.5	13.1	15.8	16.0	22.9	22.7
CUNY	66.5	30.5	41.6	41.2	25.3	25.6
Independent	0.0	56.3	42.6	41.5	49.6	49.7
Proprietary	100.0	0.0	0.0	1.3	2.2	2.1
Total 4-yr Institutions		100.0	100.0	100.0	100.0	100.0
UNDERGRADUATE: 2-yr Institutions						
SUNY	94.5	64.1	67.9	67.1	76.6	76.9
CUNY	5.5	31.1	30.4	29.4	17.5	17.6
Independent	0.0	4.8	1.7	1.1	3.0	2.8
Proprietary	100.0	0.0	0.0	2.4	3.0	2.6
Total 2-yr Institutions		100.0	100.0	100.0	100.0	100.0
GRADUATE	20.1	10.1	20.7	20.8	18.6	17.3
SUNY		22.5	23.5	18.1	11.7	12.3
CUNY	79.9	67.4	55.8	61.0	69.6	70.4
Independent	100.0	100.0	100.0	100.0	100.0	100.0
Total Graduate						
FIRST-PROFESSIONAL	0.0	0.9	1.1	1.2	0.3	0.4
SUNY	100.0	99.1	98.9	98.8	99.7	99.6
Independent	100.0	100.0	100.0	100.0	100.0	100.0
Total First-Professional						
LEVEL SHARES						
Total Undergraduate:	44.9	40.1	33.6	36.7	39.2	37.8
4-yr Institutions	9.8	11.4	28.9	30.4	32.7	33.7
2-yr Institutions	43.8	47.5	36.8	32.9	28.5	27.8
Total Graduate	1.5	1.0	0.7	0.4	0.7	0.7
Total First-Professional	100.0	100.0	100.0	100.0	100.0	100.0
State Total						
SECTOR SHARES						
Total SUNY	33.1	17.4	32.6	33.1	39.1	39.3
Total CUNY	66.9	26.5	31.4	29.9	18.7	19.0
Total Independent	0.0	56.1	36.0	35.8	40.4	40.0
Total Proprietary	100.0	0.0	0.0	1.2	1.8	1.7
State Total		100.0	100.0	100.0	100.0	100.0

*1961 was the first year that graduate and first-professional enrollment figures were reported separately.
Source : NYSED, Office of Postsecondary Research, Information Systems and Institutional Aid, 1982.

Table 16

NEW YORK STATE
PART-TIME ENROLLMENT
LEVEL BY SECTOR 1961-1981

LEVEL/SECTOR	1961*	1965	1970	1975	1980	1981
UNDERGRADUATE: 4-yr Institutions						
SUNY	16,203	6,155	14,292	22,419	30,133	30,233
CUNY	32,110	14,301	37,658	57,654	33,258	34,120
Independent	0	26,383	38,656	58,022	65,212	66,226
Proprietary	48,313	0	0	1,829	2,866	2,764
Total 4-yr Institutions		46,839	90,606	139,924	131,469	133,343
UNDERGRADUATE: 2 yr Institutions						
SUNY	9,946	8,563	52,977	77,974	86,385	91,228
CUNY	575	4,147	23,735	34,137	19,791	20,924
Independent	0	645	1,338	1,305	3,359	3,335
Proprietary	10,521	0	0	2,746	3,247	3,124
Total 2-yr Institutions		13,355	78,050	116,162	112,782	118,611
GRADUATE						
SUNY	9,455	5,587	20,487	25,742	18,337	16,882
CUNY	37,587	12,495	23,277	22,425	11,536	11,999
Independent	47,042	37,372	55,317	75,441	68,490	68,931
Total Graduate		55,454	99,081	123,608	98,363	97,812
FIRST-PROFESSIONAL						
SUNY	0	10	19	19	8	9
Independent	1,643	1,147	1,726	1,619	2,336	2,510
Total First-Professional	1,643	1,157	1,745	1,638	2,344	2,519
LEVEL						
Total Undergraduate:						
4-yr Institutions	48,313	46,839	90,606	139,924	131,469	133,343
2-yr Institutions	10,521	13,355	78,050	116,162	112,782	118,611
Total Graduate	47,042	55,454	99,081	123,608	98,363	97,812
Total First-Professional	1,643	1,157	1,745	1,638	2,344	2,519
State Total	107,519	116,805	269,482	381,332	344,958	352,285
SECTOR						
Total SUNY	35,604	20,315	87,775	126,154	134,863	138,352
Total CUNY	71,915	30,943	84,670	114,216	64,585	67,043
Total Independent	0	65,547	97,037	136,387	139,397	141,002
Total Proprietary	107,519	0	0	4,575	6,113	5,888
State Total		116,805	269,482	381,332	344,958	352,285

* 1961 was the first year that graduate and first-professional enrollment figures were reported separately.

Source : NYSED, Office of Postsecondary Research, Information Systems and Institutional Aid, 1982.

Table 17

NEW YORK STATE

Regents Enrollment Projections for Full-Time Undergraduates
1982-88

	Fall 1980	Fall 1981 (Prelim)	Fall 1982	Fall 1983	Fall 1984		Fall 1988	
					Low	High	Low	High
State University								
Four-Year[1]	111,782	112,869	111,850	110,000	104,550	108,800	93,300	100,000
Agric. & Tech.	20,702	20,390	20,050	19,500	18,100	18,850	16,000	17,150
Community Colleges	89,625	92,702	92,750	87,900	80,200	83,500	69,350	74,350
Total	222,109	225,861	224,650	217,400	202,850	211,150	178,650	191,500
City University								
Senior Colleges	72,418	70,520	70,200	69,900	68,750	71,550	66,000	70,750
Community Colleges	30,748	30,924	31,400	31,850	30,000	31,250	25,400	27,200
Total	103,166	101,444	101,600	101,750	98,750	102,800	91,400	97,950
Independent								
Four-Year	208,015	212,140	219,050	218,850	208,350	216,900	180,000	192,950
Two-Year	9,626	9,823	9,650	9,450	8,800	9,150	7,550	8,100
Total	217,641	221,963	228,700	228,300	217,150	226,050	187,550	201,050
Proprietary								
Total	17,239	19,313	20,200	19,900	18,950	19,750	17,900	19,200
GRAND TOTAL	560,155	568,581	575,150	567,350	537,700	559,750	475,500	509,700

[1] Fashion Institute of Technology is included in the community college total but not the four-year total.

Source: NYSED, Office of Postsecondary Research, Information Systems, and Institutional Aid, 1982.

Table 18

NEW YORK STATE

Regents Enrollment Projections for Part-Time Undergraduates
1982-88

	Fall 1980	Fall 1981 (Prelim)	Fall 1982	Fall 1983	Fall 1984		Fall 1988	
					Low	High	Low	High
State University								
Four-Year[1]	23,877	24,318	24,550	24,450	23,800	24,800	23,400	25,100
Two-Year (Incl. Community Colleges & Ag. & Tech. Coll.)	92,641	97,143	98,100	98,300	96,500	100,400	95,600	102,500
Total	116,518	121,461	122,650	122,750	120,300	125,200	119,000	127,600
City University								
Senior Colleges	36,612	37,637	37,400	37,150	36,100	37,600	34,550	36,700
Community Colleges	16,437	17,407	17,300	16,650	15,750	16,350	15,000	15,950
Total	53,049	55,044	54,700	53,800	51,850	53,950	49,550	52,650
Independent								
Four-Year	65,714	66,067	66,100	66,050	64,800	67,400	63,300	67,900
Two-Year	2,857	3,494	3,500	3,450	3,400	3,500	3,300	3,500
Total	68,571	69,561	69,600	69,500	68,200	70,900	66,600	71,400
Proprietary								
Total	6,113	5,888	5,750	5,650	5,450	5,650	5,250	5,650
GRAND TOTAL	244,251	251,954	252,700	251,700	245,800	255,700	240,400	257,300

[1]Fashion Institute of Technology is included in the community college total but not the four-year total.

Source: NYSED, Office of Postsecondary Research, Information Systems, and Institutional Aid, 1982.

Table 19

NEW YORK STATE

Regents Enrollment Projections For First-Professional Students

1982-88

	Fall 1980	Fall 1981 (Prelim)	Fall 1982	Fall 1983	Fall 1984		Fall1988	
					Low	High	Low	High
Full-Time								
State University	4,182	4,235	4,250	4,250	4,150	4,350	4,100	4,400
City University	--	--	--	170	250	290	430	470
Independent	17,281	17,984	18,000	18,000	17,650	18,350	17,350	18,650
Total	21,463	22,219	22,250	22,420	22,050	22,990	21,880	23,520
Part-Time								
State University	8	9	--	--	--	--	--	--
City University	--	--	--	--	-	--	--	--
Independent	2,336	2,510	2,500	2,500	2,450	2,550	2,400	2,600
Total	2,344	2,519	2,500	2,500	2,450	2,550	2,400	2,600
GRAND TOTAL	23,807	24,738	24,750	24,750	24,250	25,250	23,850	25,650

Source: NYSED, Office of Postsecondary Research, Information Systems, and Institutional Aid, 1982.

Table 20

NEW YORK STATE

Regents Enrollment Projections For Graduate Students

1982-88

	Fall 1980	Fall 1981 (Prelim)	Fall 1982	Fall 1983	Fall 1984		Fall 1988	
					Low	High	Low	High
Full-Time								
State University	11,261	11,293	11,400	11,550	11,400	11,900	11,250	12,100
City University	4,522	4,743	4,700	4,650	4,500	4,700	4,350	4,650
Independent	31,129	30,872	30,900	31,200	30,900	32,200	30,300	32,500
Total	46,912	46,908	47,000	47,400	48,800	48,800	45,900	49,250
Part-Time								
State University	18,337	16,882	17,150	17,750	18,050	18,750	18,400	19,700
City University	11,536	11,999	12,000	11,800	11,350	11,850	11,050	11,850
Independent	68,490	68,931	69,350	69,650	68,550	71,350	68,550	73,500
Total	98,363	97,812	98,500	99,200	97,950	101,950	98,000	105,050
GRAND TOTAL	145,275	144,720	145,500	146,600	144,750	150,750	143,900	154,300

Source: NYSED, Office of Postsecondary Research, Information Systems, and Institutional Aid, 1982.

Table 21

Organized Occupational Degree-Credit Enrollment By Major Subject Area
Enrollment Changes - 1971, 1975, 1979, New York State

	Full-Time						Part-Time					
	1971	1975	1979	% Chge 1971-75	% Chge 1975-79	% Chge 1971-79	1971	1975	1979	% Chge 1971-75	% Chge 1975-79	% Chge 1971-79
Bus & Comm Tech	27,104	42,683	59,056	+57.5	+38.4	+117.9	11,310	18,395	26,388	+62.6	+43.5	+133.3
Data Process Tech	3,549	3,914	7,624	+10.3	+94.8	+114.8	1,440	2,072	3,315	+43.9	+60.0	+130.2
Health Service & Paramed Tech	13,000	16,560	17,640	+27.4	+6.5	+35.7	3,970	8,797	7,918	+121.6	-10.0	+99.4
Mech & Eng Tech	12,559	15,721	17,404	+25.2	+10.7	+38.6	4,648	6,294	7,375	+35.4	+17.2	+58.7
Natural Sci Tech	3,559	6,550	7,035	+84.0	+7.4	+97.7	66	309	1,152	+368.2	+272.8	+1,645.5
Public Serv Tech	7,034	11,981	12,055	+70.3	+.6	+71.4	3,154	6,112	4,366	+93.8	-28.6	+38.4
Other	497	2,412	0	+385.3	-100.0	100.0	2,111	616	0	-70.8	-100.0	-100.0
Total	67,302	99,821	120,814	+48.3	+21.0	+79.5	26,699	42,595	50,514	+59.5	+18.6	+89.2

Source: NYSED, Information Center on Education. College and University Admissions and Enrollment, New York State, Fall 1971, College and University Admissions and Enrollment, New York State, Fall 1975, unpublished data fall 1979.

Table 22

ORGANIZED OCCUPATIONAL DEGREE-CREDIT ENROLLMENT
BY MAJOR PROGRAM AREA, YEAR OF STUDY, ATTENDANCE STATUS, AND SEX OF STUDENT

NEW YORK STATE

FALL 1981

Major Program Area and Sex of Student	First Year		Second Year		Total		Grand Total
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	
Business and Commerce Technologies							
Men	13,595	5,188	6,451	3,524	20,046	8,712	28,758
Women	27,790	12,240	13,387	7,015	41,177	19,255	60,432
Total	41,385	17,428	19,838	10,539	61,223	27,967	89,190
Data Processing Technologies							
Men	4,709	1,839	1,745	1,176	6,454	3,015	9,469
Women	4,568	2,448	1,786	1,147	6,354	3,595	9,949
Total	9,277	4,287	3,531	2,323	12,808	6,610	19,418
Health Services and Paramedical Technologies							
Men	1,788	618	955	529	2,743	1,147	3,890
Women	8,563	3,302	4,979	3,799	13,542	7,101	20,643
Total	10,351	3,920	5,934	4,328	16,285	8,248	24,533
Mechanical and Engineering Technologies							
Men	12,784	4,933	5,850	2,728	18,634	7,661	26,295
Women	1,078	595	536	288	1,614	883	2,497
Total	13,862	5,528	6,386	3,016	20,248	8,544	28,792
Natural Science Technologies							
Men	2,239	475	1,674	202	3,913	677	4,590
Women	1,801	340	1,309	192	3,110	532	3,642
Total	4,040	815	2,983	394	7,023	1,209	8,232
Public Service Related Technologies							
Men	3,085	822	1,475	742	4,560	1,564	6,124
Women	4,186	1,504	2,556	945	6,742	2,449	9,191
Total	7,271	2,326	4,031	1,687	11,302	4,013	15,315
Total							
Men	38,200	13,875	18,150	8,901	56,350	22,776	79,126
Women	47,986	20,429	24,553	13,386	72,539	33,815	106,354
Total	86,186	34,304	42,703	22,287	128,889	56,591	185,480

Source: NYSED, Information Center on Education, College and University Admissions and Enrollment, New York State, Fall 1981.

Table 23

Undergraduate Upper-Division Degree-Credit Enrollment By Major Subject Area,
Enrollment Changes - 1971, 1975, 1979, New York State

Subject Area	Full-Time						Part-Time					
	1971	1975	1979	% Chge 1971-75	% Chge 1975-79	% Chge 1971-79	1971	1975	1979	% Chge 1971-75	% Chge 1975-79	% Chge 1971-79
Ag & Nat Resources	1,062	1,308	1,280	+23.2	-2.1	+20.5	0	10	4	--	-60.0	--
Arch & Envir Design	1,574	2,614	2,197	+66.1	-16.0	+39.6	139	433	288	+211.5	-33.5	+107.2
Area Studies	485	576	418	+18.8	-27.4	-13.8	17	92	98	+441.2	+6.5	+476.5
Biological Sciences	7,662	10,876	8,487	+41.9	-22.0	+10.8	577	1,164	952	+101.7	-18.2	+65.0
Business & Mgmt	13,349	17,495	27,384	+31.1	+56.5	+105.1	4,684	6,179	9,575	+31.9	+55.0	+104.4
Communications	1,355	3,036	4,557	+124.1	+50.1	+236.3	115	318	417	+176.5	+31.1	+262.6
Computer Sciences	851	1,632	2,723	+91.8	+66.9	+220.0	223	574	774	+157.4	+34.8	+247.1
Education	21,155	16,342	10,681	-22.8	-34.6	-49.5	2,801	2,622	1,732	-6.4	-33.9	-38.2
Engineering	8,701	8,219	10,645	-5.5	+29.5	+22.3	1,886	1,696	1,608	-10.1	-5.2	-14.7
Fine & Applied Arts	8,607	9,707	9,590	+12.8	-1.2	+11.4	982	1,679	1,222	+71.0	-27.2	+24.4
Foreign Languages	3,940	3,038	2,033	-22.9	-33.1	-48.4	489	607	303	+24.1	-50.1	-38.0
Health Professions	6,486	10,800	12,014	+66.5	+11.2	+85.2	534	2,838	4,681	+431.5	+64.9	+776.6
Home Economics	1,268	2,087	1,678	+64.6	-19.6	+32.3	103	349	237	+238.8	-32.1	+130.1
Law	57	102	0	+78.9	-100.0	-100.0	18	6	0	-66.7	-100.0	-100.0
Letters	14,658	10,301	7,272	-29.7	-29.4	-50.4	1,589	1,833	1,237	+15.4	-32.5	-22.2
Library Science	25	0	1	-100.0	--	-96.0	3	0	0	-100.0	--	-100.0
Mathematics	5,487	3,321	2,317	-39.5	-30.2	-57.8	497	404	263	-18.7	-34.9	-47.1
Military Sciences	46	0	0	-100.0	--	-100.0	0	0	0	--	--	--
Physical Sciences	4,565	4,889	3,888	+7.1	-20.5	-14.8	668	775	481	+16.0	-37.9	-28.0
Psychology	10,821	12,884	8,203	+19.1	-36.3	-24.2	1,141	2,684	1,615	+135.2	-39.8	+41.5
Public Affairs & Servs	1,142	3,434	4,270	+200.7	+24.3	+273.9	525	997	1,297	+89.9	+30.1	+147.0
Social Sciences	27,931	22,709	19,603	-18.7	-13.7	-29.8	3,798	4,443	4,207	+17.0	-5.3	+10.8
Theology	425	285	160	-32.9	-43.9	-62.4	24	12	13	-50.0	+8.3	-45.8
Interdisc Studies	2,178	7,254	6,079	+233.1	-16.2	+179.1	367	5,279	2,526	+1,338.4	-52.2	+588.3
Other	11,903	9,943	14,871	-16.5	+49.6	+24.9	8,700	4,374	5,545	-49.7	+26.8	-36.3
Total	155,733	162,852	160,351	+4.6	-1.5	+3.0	29,880	39,368	39,075	+31.8	-.7	+30.8

Source: NYSED, Information Center on Education. College and University Admissions and Enrollment, New York State, Fall 1971, College and University Admissions and Enrollment, New York State, Fall 1975, unpublished data fall 1979.

Table 24

UNDERGRADUATE - UPPER DIVISION DEGREE-CREDIT ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION BY MAJOR SUBJECT AREA, YEAR OF STUDY, ATTENDANCE STATUS, AND SEX OF STUDENT

NEW YORK STATE

FALL 1981

Major Subject Area	Junior				Senior			
	Full-time		Part-time		Full-time		Part-time	
	Men	Women	Men	Women	Men	Women	Men	Women
Agriculture and natural resources	317	264	4	8	371	264	13	18
Architecture and environmental design	876	369	117	34	886	381	280	74
Area studies	85	144	10	25	78	124	14	37
Biological sciences	2,058	1,846	111	198	2,022	1,717	260	283
Business and management	9,597	7,136	2,612	2,941	8,188	5,753	3,203	2,236
Communications	1,482	1,586	102	127	1,180	1,166	154	140
Computer and information sciences	1,847	1,098	416	279	1,436	755	532	208
Education	1,201	4,033	258	654	1,082	3,592	230	608
Engineering	5,686	789	1,052	49	5,552	727	1,081	69
Fine and applied arts	2,183	3,153	160	306	2,009	2,912	373	587
Foreign languages	191	676	15	58	205	635	43	145
Health professions	893	4,605	205	2,001	960	4,585	228	2,052
Home economics	136	707	7	97	122	708	19	125
Law	11	11	2	2	7	7	2	2
Letters	1,617	2,706	221	480	1,534	2,191	249	452
Library science	--	--	--	--	--	--	--	--
Mathematics	639	598	59	48	533	483	108	88
Military sciences	--	--	--	--	--	--	--	--
Physical sciences	1,550	620	143	72	1,376	633	234	110
Psychology	1,202	2,849	172	575	1,185	2,685	265	788
Public affairs and services	958	1,369	279	324	684	1,035	354	281
Social sciences	5,232	4,559	695	1,039	4,650	3,993	1,090	1,105
Theology	84	42	6	2	51	25	4	4
Interdisciplinary studies	1,254	1,566	436	984	974	1,366	343	867
Other	4,977	4,583	1,367	2,248	1,528	1,383	921	1,246
Total	44,076	45,309	8,449	12,551	36,613	37,120	10,000	11,525

NOTE: Excludes organized occupational, and unclassified students.
Source: NYSED, Information Center of Education, College and University Admissions and Enrollment, New York State, Fall 1981.

Table 25

First-Professional Degree-Credit Enrollment By Subject Area
Enrollment Changes - 1971, 1975, 1979, New York State

	Full-Time						Part-Time					
	1971	1975	1979	% Chge 1971-75	% Chge 1975-79	% Chge 1971-79	1971	1975	1979	% Chge 1971-75	% Chge 1975-79	% Chge 1971-79
Dentistry	1,222	1,194	1,480	-2.3	+24.0	+21.1	0	0	0	--	--	--
Medicine	5,095	6,204	6,747	+21.8	+8.8	+32.4	2	0	3	-100.0	--	+50.0
Optometry	22	106	249	+381.8	+134.9	+1,031.8	0	19	0	--	-100.0	--
Osteopathic Med	0	0	160	--	--	--	0	0	0	--	--	--
Pharmacy	NA	NA	20	NA	NA	NA	NA	NA	1	NA	NA	NA
Podiatry	203	303	453	+49.3	+49.5	+123.2	0	0	0	--	--	--
Veterinary Med	242	274	316	+13.2	+15.3	+30.6	0	0	0	--	--	--
Chiropractic	NA	NA	738	NA	NA	NA	NA	NA	0	NA	NA	NA
Other (Health Professions)	0	12	0	--	-100.0	--	0	0	0	--	--	--
Law	6,961	8,019	9,690	+15.2	+20.8	+39.2	1,686	1,563	1,859	-7.3	+18.9	+10.3
Theology	1,395	1,085	1,125	-22.2	+3.7	-19.4	35	56	114	+60.0	+103.6	+225.7
Total	15,140	17,197	20,978	+13.6	+22.0	+38.6	1,723	1,638	1,977	-4.9	+20.7	+14.7

Source: NYSED, Information Center on Education. College and University Admissions and Enrollment, New York State, Fall 1971, College and University Admissions and Enrollment, New York State, Fall 1975, unpublished data fall 1979.

Table 26

FIRST-PROFESSIONAL DEGREE-CREDIT ENROLLMENT
IN INSTITUTIONS OF HIGHER EDUCATION BY SUBJECT AREA
NEW YORK STATE
FALL 1981

Subject Area	Full-time	Part-time	Total
Health Professions:			
Dentistry (D.D.S.)	1,469	1	1,470
Medicine (M.D.)	6,884	2	6,886
Optometry (O.D.)	261	--	261
Osteopathic Medicine (D.O.)	301	--	301
Pharmacy (D. Phar.)	20	2	22
Podiatry (D.P.M.)	476	--	476
Veterinary Medicine (D.V.M.)	318	--	318
Chiropractic (D.C.)	781	1	782
Other	--	--	--
Law (LL.B. or J.D.)	10,359	2,202	12,561
Theology (B.D., M.Div. or other first-professional degree)	1,170	150	1,320
Total	22,039	2,358	24,397

Source: NYSED, Information Center on Education, College and University Admissions and Enrollment, New York State, Fall 1981.

Table 27

Enrollment in Master's Degree Programs by Major Subject Area
Enrollment Changes - 1971, 1975, 1979, New York State

	Full-Time						Part-Time					
	1971	1975	1979	% Chge 1971-75	% Chge 1975-79	% Chge 1971-79	1971	1975	1979	% Chge 1971-75	% Chge 1975-79	% Chge 1971-79
Agr & Nat Resources	229	287	287	+25.3	0	+25.3	14	37	0	+164.3	-100.0	-100.0
Arch & Envir Design	584	878	796	+50.3	-9.3	+36.3	258	267	149	+3.5	-44.2	-42.2
Area Studies	120	81	68	-32.5	-16.0	-43.3	254	181	104	-28.7	-42.5	-59.1
Biological Sciences	640	641	529	+.2	-17.5	-17.3	1,157	1,428	1,042	+23.4	-27.0	-9.9
Business & Mgmt	3,882	4,938	5,056	+27.2	+2.4	+30.2	10,536	15,128	17,397	+43.6	+15.0	+65.1
Communications	310	476	453	+53.5	-4.8	+46.1	231	596	695	+158.0	+16.6	+200.9
Computer Sciences	224	197	267	-12.1	+35.5	+19.2	809	875	1,376	+8.2	+57.3	+70.1
Education	4,696	4,591	2,925	-2.2	-36.3	-37.7	27,799	29,725	15,082	+6.9	-49.3	-45.7
Engineering	1,452	1,782	1,656	+22.7	-7.1	+14.0	3,160	2,797	1,706	-11.5	-39.0	-46.0
Fine & Applied Arts	1,451	1,839	2,212	+26.7	+20.3	+52.4	1,010	1,671	1,474	+65.4	-11.8	+45.9
Foreign Languages	386	256	306	-33.7	+19.5	-20.7	1,655	1,001	467	-39.5	-53.3	-71.8
Health Professions	916	1,455	2,007	+58.8	+37.9	+119.1	642	2,282	3,551	+255.5	+55.6	+453.1
Home Economics	126	126	179	0	+42.1	+42.1	116	205	425	+76.7	+107.3	+266.4
Law	243	174	286	-28.4	+64.4	+17.7	916	894	1,042	-2.4	+16.6	+13.8
Letters	1,272	1,031	828	-18.9	-19.7	-34.9	3,498	2,851	1,368	-18.5	-52.0	-60.9
Library Science	826	803	476	-2.8	-40.7	-42.4	1,439	1,554	777	+8.0	-50.0	-46.0
Mathematics	335	272	162	-18.8	-40.4	-51.6	1,462	961	332	-34.3	-65.5	-77.3
Military Sciences	0	0	0	--	--	--	0	0	0	--	--	--
Physical Sciences	496	358	506	-27.8	+41.3	+2.0	864	729	399	-15.6	-45.3	-53.8
Psychology	676	852	451	+26.0	-47.1	-33.3	1,184	1,582	1,278	+33.6	-19.2	+7.9
Public Affairs & Servs	2,538	3,496	4,132	+37.7	+18.2	+62.8	1,075	3,374	3,184	+213.9	-5.6	+196.2
Social Sciences	1,780	1,465	1,776	-17.7	+21.2	- .2	4,206	3,387	2,229	-19.5	-34.2	-47.0
Theology	471	388	195	-17.6	-49.7	-58.6	379	253	402	-33.2	+58.2	+6.1
Interdisc Studies	198	345	260	+74.2	-24.6	+31.3	1,934	1,615	1,330	-16.5	-17.6	-31.2
Other	2,165	355	818	-83.6	+130.4	-62.2	27,204	1,132	2,743	-95.8	+142.3	-89.9
Total	26,016	27,086	26,631	+4.1	-1.7	+2.4	91,802	74,525	58,552	-18.8	-21.4	-36.2

Source: NYSED, Information Center on Education. College and University Admissions and Enrollment, New York State, Fall 1971, College and University Admissions and Enrollment, New York State, Fall 1975, unpublished data fall 1979.

Table 28

ENROLLMENT IN MASTER'S DEGREE PROGRAMS IN INSTITUTIONS OF HIGHER EDUCATION BY MAJOR SUBJECT AREA, ATTENDANCE STATUS, AND SEX OF STUDENT

NEW YORK STATE

FALL 1981

Major Subject Area	Full-time			Part-time			Total
	Men	Women	Total	Men	Women	Total	
Agriculture and natural resources	153	93	246	--	--	--	246
Architecture and environmental design	522	409	931	80	50	130	1,061
Area studies	35	32	67	34	53	87	154
Biological sciences	268	217	485	397	417	814	1,299
Business and management	3,609	1,946	5,555	12,025	6,962	18,987	24,542
Communications	294	265	559	384	429	813	1,372
Computer and information sciences	350	137	487	1,406	660	2,066	2,553
Education	822	1,918	2,740	3,511	12,494	16,005	18,745
Engineering	1,883	214	2,097	1,816	185	2,001	4,098
Fine and applied arts	1,180	1,354	2,534	444	868	1,312	3,846
Foreign languages	107	244	351	109	259	368	719
Health professions	417	1,694	2,111	960	3,243	4,203	6,314
Home economics	13	154	167	30	432	462	629
Law	251	69	320	737	252	989	1,309
Letters	317	435	752	412	952	1,364	2,116
Library science	95	277	372	157	595	752	1,124
Mathematics	104	53	157	192	190	382	539
Military sciences	--	--	--	--	--	--	--
Physical sciences	337	101	438	273	125	398	836
Psychology	228	356	584	452	891	1,343	1,927
Public affairs and services	1,115	2,938	4,053	1,280	1,722	3,002	7,055
Social sciences	1,059	749	1,808	1,032	1,025	2,057	3,865
Theology	153	69	222	183	316	499	721
Interdisciplinary studies	119	223	342	354	771	1,125	1,467
Other	254	315	569	518	778	1,296	1,865
Total	13,685	14,262	27,947	26,786	33,669	60,455	88,402

Source: NYSED, Information Center on Education, College and University Admissions and Enrollment, New York State, Fall 1981.

Table 29

Enrollment in Doctoral Degree Programs by Major Subject Area
Enrollment Changes - 1971, 1975, 1979, New York State

	Full-Time						Part-Time					
	1971	1975	1979	% Chge 1971-75	% Chge 1975-79	% Chge 1971-79	1971	1975	1979	% Chge 1971-75	% Chge 1975-79	% Chge 1971-79
Agr & Nat Resources	192	197	255	+2.6	+29.4	+32.8	16	12	52	-25.0	+333.3	+225.0
Arch & Evir Design	49	71	23	+44.9	-67.6	-53.1	9	10	1	+11.1	-90.0	-88.9
Area Studies	34	34	8	0	-76.5	-76.5	17	45	26	+164.7	-42.2	+52.9
Biological Sciences	1,780	1,905	2,121	+7.0	+11.3	+19.2	369	515	524	+39.6	+1.7	+42.0
Business & Mgmt	259	312	368	+20.5	+17.9	+42.1	225	270	278	+20.0	+3.0	+23.6
Communications	1	28	48	+2,700.0	+71.4	+4,700.0	4	53	69	+1,225.0	+30.2	+1,625.0
Computer Sciences	210	163	191	-22.4	+17.2	-9.0	140	166	142	+18.6	-14.5	+1.4
Education	1,890	1,672	1,563	-11.5	-6.5	-17.3	2,956	3,865	3,220	+30.8	-16.7	+8.9
Engineering	1,201	980	1,099	-18.4	+12.1	-8.5	888	542	429	-39.0	-20.8	-51.7
Fine & Applied Arts	453	595	675	+31.3	+13.4	+49.0	294	355	344	+20.7	-3.1	+17.0
Foreign Languages	686	635	548	-7.4	-13.7	-20.1	432	416	264	-3.7	-36.5	-38.9
Health Professions	225	262	328	+16.4	+25.2	+45.8	81	186	318	+129.6	+71.0	+292.6
Home Economics	81	110	119	+35.8	+8.2	+46.9	19	26	37	+36.8	+42.8	+94.7
Law	8	7	4	-12.5	-42.9	-500.0	6	1	6	-83.3	+500.0	0
Letters	1,789	1,682	1,389	-6.0	-17.4	-22.4	1,041	1,387	953	+33.2	-31.3	-8.5
Library Science	16	17	24	+6.3	+41.2	+50.0	19	24	47	+26.3	+95.8	+147.4
Mathematics	592	629	539	+6.3	-14.3	-9.0	296	372	258	+25.7	-30.6	-12.8
Military Sciences	0	0	0	--	--	--	0	0	0	--	--	--
Physical Sciences	2,179	1,839	1,778	-15.6	-3.3	-18.4	437	408	281	-6.6	-31.1	-35.7
Psychology	1,508	1,599	1,666	+6.0	+4.2	+10.5	614	843	1,037	+37.3	+23.0	+68.9
Public Affairs & Servs	239	249	227	+4.2	-8.8	-5.0	270	407	294	+50.7	-27.8	+8.9
Social Sciences	2,766	2,842	2,511	+2.7	-12.0	-9.2	1,344	1,801	1,368	+34.0	-24.0	+1.8
Theology	85	80	14	-5.9	-82.5	-83.5	55	129	218	+134.5	+69.0	+296.4
Interdisc Studies	236	200	135	-15.3	-32.5	-42.8	429	293	148	-31.7	-49.5	-65.5
Other	156	80	32	-48.7	-60.0	-79.5	1,370	275	141	-79.9	-48.7	-89.7
Total	16,635	16,188	15,663	-2.7	-3.2	-5.8	11,331	12,401	10,455	+9.4	-15.7	-7.7

Source: NYSED, Information Center on Education. College and University Admissions and Enrollment, New York State, Fall 1971, College and University Admissions and Enrollment, New York State, Fall 1975, unpublished data fall 1979.

Table 30

ENROLLMENT IN DOCTORAL DEGREE PROGRAMS IN INSTITUTIONS OF HIGHER EDUCATION BY MAJOR SUBJECT AREA, ATTENDANCE STATUS, AND SEX OF STUDENT

NEW YORK STATE

FALL 1981

Major Subject Area	Full-time			Part-time			Total
	Men	Women	Total	Men	Women	Total	
Agriculture and natural resources	224	66	290	33	2	35	325
Architecture and environmental design	19	17	36	--	--	--	36
Area studies	7	4	11	4	3	7	18
Biological sciences	1,331	818	2,149	291	181	472	2,621
Business and management	300	85	385	199	38	237	622
Communications	41	22	63	45	32	77	140
Computer and information sciences	209	40	249	100	37	137	386
Education	632	795	1,427	1,171	1,724	2,895	4,322
Engineering	1,282	89	1,371	399	46	445	1,816
Fine and applied arts	365	355	720	136	173	309	1,029
Foreign languages	169	318	487	78	128	206	693
Health professions	135	231	366	126	173	299	665
Home economics	41	89	130	13	32	45	175
Law	9	1	10	8	8	16	26
Letters	684	668	1,352	413	427	840	2,192
Library science	12	16	28	9	17	26	54
Mathematics	457	123	580	188	51	239	819
Military sciences	--	--	--	--	--	--	--
Physical sciences	1,538	318	1,856	260	51	311	2,167
Psychology	836	1,171	2,007	523	610	1,133	3,140
Public affairs and services	132	135	267	173	132	305	572
Social sciences	1,474	902	2,376	1,001	578	1,579	3,955
Theology	14	12	26	143	35	178	204
Interdisciplinary studies	130	77	207	142	78	220	427
Other	32	110	142	39	76	115	257
Total	10,073	6,462	16,535	5,494	4,632	10,126	26,661

Source: NYSED, Information Center of Education, College and University Admissions and Enrollment , New York State, Fall 1981.

Table 31

ASSOCIATE DEGREES GRANTED IN NEW YORK STATE BY FIELD OF STUDY, 1970-1981

HEGIS	Field	Degrees 1970-71 Number	1970-71 % of all	1974-75 Number	1974-75 % of all	1980-81 Number	1980-81 % of all
TOTAL Associate Degrees	All	30,915		46,343		49,288	
5000	Bus. & Commerce Technologies	8,080	26.1	11,217	24.2	16,768	34.0
5100	Data Processing Technologies	721	2.3	851	1.8	1,723	3.5
5200	Health Services & Paramed. Tech.	3,694	11.9	6,850	14.8	6,461	13.1
5300	Mechanical & Engineering Technologies	3,010	9.7	3,927	8.5	4,953	10.0
5400	Natural Science Technologies	1,006	3.3	2,825	6.1	2,822	5.7
5500	Public Service Related Technologies	1,883	6.1	4,418	9.5	3,406	6.9
5600	Arts & Sciences or General Programs	12,521	40.5	16,255	35.1	13,155	26.7

Source: NYSED, Office of Postsecondary Research, Information Systems and Institutional Aid., 1982.

Table 32

Bachelor's Degrees Granted in New York State by Field of Study, 1960-1981

HEGIS	Field	Degrees: 1960-61 Number	1960-61 % of all	1964-65 Number	1964-65 % of all	1969-70 Number	1969-70 % of all	1974-75 Number	1974-75 % of all	1980-81 Number	1980-81 % of all
Total Bach. Degrees	All	35,813		48,299		67,461		83,047		83,760	
0100	Ag. & Natural Resources	239	0.6	260	0.5	401	0.6	608	0.7	591	0.7
0200	Arch. & Environ. Design	174	0.5	239	0.5	541	0.8	932	1.1	1,046	1.2
0300	Area Studies	-	-	-	-	223	0.3	358	0.4	305	0.4
0400	Biological Sciences	1,389	3.9	2,234	4.6	2,822	4.2	4,837	5.8	4,034	4.8
0500	Business & Management	4,488	12.5	5,540	11.5	6,986	10.3	9,710	11.7	16,041	19.2
0600	Communications	-	-	-	-	471	0.7	1,380	1.7	2,499	3.0
0700	Computer & Info. Sciences	-	-	28	0.1	165	0.2	613	0.7	1,728	2.1
0800	Education	7,452	20.8	8,981	18.6	10,707	15.9	10,403	12.5	5,559	6.6
0900	Engineering*	3,121	8.7	3,865	8.0	3,895	5.8	3,848	4.6	5,750	6.9
1000	Fine & Applied Arts	1,516	4.2	1,890	3.9	3,014	4.5	4,946	6.0	4,911	5.9
1100	Foreign Languages	957	2.7	1,795	3.7	2,538	3.8	2,193	2.6	1,144	1.4
1200	Health Professions	1,261	3.5	1,069	2.2	2,079	3.1	4,634	5.6	6,698	8.0
1300	Home Economics	312	0.9	321	0.7	524	0.8	1,005	1.2	988	1.2
1400	Law	-	-	8	-	35	0.1	25	-	-	-
1500	Letters	3,236	9.0	5,146	10.7	7,754	11.5	7,160	8.6	4,591	5.5
1600	Library Science	49	0.1	73	0.2	42	0.1	2	-	-	-
1700	Mathematics	1,203	3.4	1,869	3.9	2,767	4.1	2,331	2.8	1,177	1.4
1900	Physical Sciences	1,635	4.6	2,004	4.1	2,198	3.3	2,060	2.5	1,928	2.3
2000	Psychology	1,225	3.4	1,972	4.1	4,065	6.0	6,599	7.9	4,870	5.8
2100	Public Affairs & Services	-	-	-	-	305	0.5	1,657	2.0	2,695	3.2
2200	Social Sciences	6,558	18.3	10,028	20.8	14,447	21.4	14,896	17.9	12,506	14.9
2300	Theology	415	1.2	211	0.4	121	0.2	63	0.1	45	0.1
4900	Interdisciplinary Studies	583	1.6	766	1.6	1,361	2.0	2,729	3.3	4,654	5.6

*Includes Engineering Technologies

Source: NYSED, Office Of Postsecondary Research, Information Systems and Institutional Aid, 1982

Table 33

MASTER'S DEGREES GRANTED IN NEW YORK STATE BY FIELD OF STUDY, 1960-1981

HEGIS	Field	Degrees: 1960-61 Number	% of all	1964-65 Number	% of all	1969-70 Number	% of all	1974-75 Number	% of all	1980-81 Number	% of all
Total Master's	All	11,096		14,673		26,653		38,692		32,447	
0100	Ag. & Natural Resources	78	0.7	43	0.3	63	0.2	110	0.3	129	0.4
0200	Arch. & Environ. Design	56	0.5	90	0.6	109	0.4	310	0.8	305	0.9
0300	Area Studies	-	-	-	-	44	0.2	83	0.2	71	0.2
0400	Biological Sciences	239	2.2	339	2.3	550	2.0	594	1.5	697	2.1
0500	Business & Management	789	7.1	989	6.7	2,844	10.7	4,772	12.3	6,497	20.0
0600	Communications	-	-	-	-	241	0.9	381	1.0	561	1.7
0700	Computer & Info. Sciences	-	-	1	-	139	0.5	227	0.6	518	1.6
0800	Education	4,231	38.1	5,510	37.6	10,427	39.1	15,787	40.8	8,805	27.4
0900	Engineering	1,171	10.6	1,273	8.7	2,115	7.9	1,739	4.5	1,758	5.4
1000	Fine & Applied Arts	404	3.6	527	3.6	720	2.7	1,201	3.1	1,339	4.1
1100	Foreign Languages	256	2.3	440	3.0	581	2.2	708	1.8	[illegible]	1.2
1200	Health Professions	75	0.7	95	0.6	357	1.3	1,007	2.6	2,107	6.5
1300	Home Economics	41	0.4	53	0.4	97	0.4	116	0.3	231	0.7
1400	Law	218	2.0	310	2.1	382	1.4	484	1.3	491	1.5
1500	Letters	693	6.2	951	6.5	1,306	4.9	1,729	4.5	990	3.1
1600	Library Science	348	3.1	541	3.7	1,035	3.9	1,221	3.2	516	1.6
1700	Mathematics	342	3.1	505	3.4	629	2.4	669	1.7	349	1.1
1900	Physical Sciences	400	3.6	551	3.8	606	2.3	563	1.5	458	1.4
2000	Psychology	215	1.9	415	2.8	450	1.7	1,021	2.6	768	2.4
2100	Public Affairs & Services	-	-	-	-	1,280	4.8	2,383	6.2	2,939	9.1
2200	Social Sciences	989	8.9	1,495	10.2	1,955	7.3	2,328	6.0	1,611	5.0
2300	Theology	197	1.8	193	1.3	389	1.5	203	0.5	258	0.8
4900	Interdisciplinary Studies	354	3.2	352	2.4	334	1.3	1,011	2.6	572	1.8

Source: NYSED, Office of Postsecondary Research, Information Systems and Institutional Aid, 1982.

Table 34

DOCTORAL DEGREES GRANTED IN NEW YORK STATE BY FIELD OF STUDY, 1960-1981

HEGIS	Field	Degrees: 1960-61 Number	1960-61 % of all	1964-65 Number	1964-65 % of all	1969-70 Number	1969-70 % of all	1974-75 Number	1974-75 % of all	1980-81 Number	1980-81 % of all
Total Doctorates	All	1,599		1,947		3,268		3,451		3,254	
0100	Ag. & Natural Resources	35	2.2	29	1.5	44	1.3	62	1.8	55	1.7
0200	Arch. & Environ. Design	-	-	1	0.1	6	0.2	15	0.4	12	0.4
0300	Area Studies	-	-	-	-	5	0.2	16	0.5	2	0.1
0400	Biological Sciences	128	8.0	177	9.1	286	8.8	329	9.5	401	12.3
0500	Business & Management	23	1.4	34	1.7	76	2.3	91	2.6	53	1.6
0600	Communications	-	-	-	-	1	-	9	0.3	16	0.5
0700	Computer & Info. Sciences	-	-	-	-	10	0.3	23	0.7	23	0.7
0800	Education	398	24.9	388	19.9	637	19.5	596	17.3	642	19.7
0900	Engineering	102	6.4	197	10.1	340	10.4	305	8.8	250	7.7
1000	Fine & Applied Arts	48	3.0	52	2.7	64	2.0	108	3.1	105	3.2
1100	Foreign Languages	45	2.8	64	3.3	128	3.9	120	3.5	67	2.1
1200	Health Professions	13	0.8	26	1.3	48	1.5	32	0.9	109	3.3
1300	Home Economics	10	0.6	7	0.4	27	0.8	21	0.6	32	1.0
1400	Law	11	0.7	11	0.6	7	0.2	4	0.1	6	0.2
1500	Letters	107	6.7	121	6.2	234	7.2	325	9.4	268	8.2
1600	Library Science	-	-	-	-	4	0.1	2	0.1	8	0.2
1700	Mathematics	52	3.2	81	4.2	119	3.6	98	2.8	85	2.6
1900	Physical Sciences	209	13.1	276	14.2	419	12.8	365	10.6	298	9.2
2000	Psychology	142	8.9	130	6.7	210	6.4	343	9.9	314	9.6
2100	Public Affairs & Services	-	-	-	-	48	1.5	47	1.4	93	2.9
2200	Social Sciences	236	14.8	305	15.7	492	15.1	464	13.4	364	11.2
2300	Theology	28	1.8	32	1.6	24	0.7	45	1.3	41	1.3
4900	Interdisciplinary Studies	12	0.8	16	0.8	39	1.2	38	1.1	10	0.3

Source: NYSED, Office of Postsecondary Research, Information Systems and Institutional Aid, 1982.

Table 35

PERCENT OF TOTAL DEGREES CONFERRED BY RACIAL/ETHNIC CATEGORY IN NEW YORK STATE
1976-77 and 1978-79

	Associate		Baccalaureate		First-professional		Master's		Doctoral		Total Degrees	
	1976-77	1978-79	1976-77	1978-79	1976-77	1978-79	1976-77	1978-79	1976-77	1978-79	1976-77	1978-79
Black, Non-Hispanic	9.3	9.8	7.3	8.2	3.8	3.4	5.7	6.8	3.3	3.2	7.3	8.1
Men	3.5	3.4	3.1	3.0	2.4	1.8	2.4	2.5	2.1	1.6	3.0	3.0
Women	5.8	6.4	4.2	5.2	1.4	1.7	3.3	4.3	0.9	1.6	4.3	5.1
Hispanic	4.5	4.6	3.4	3.3	1.8	1.4	3.5	2.7	2.1	2.6	3.7	3.4
Men	2.0	1.9	1.6	1.5	1.4	1.0	1.6	1.1	1.2	1.5	1.7	1.5
Women	2.5	2.7	1.8	1.8	0.4	0.4	1.9	1.5	0.9	1.1	2.0	1.9
Other Minorities	1.7	1.4	1.9	2.2	1.6	1.1	2.6	2.5	2.7	2.7	2.0	2.0
Men	0.8	0.7	1.1	1.1	1.1	0.7	1.5	1.5	2.1	2.0	1.1	1.1
Women	0.9	0.7	0.8	1.1	0.5	0.5	1.1	0.9	0.6	0.7	0.9	0.9
White, Non-Hispanic	84.0	83.7	85.7	84.4	92.1	93.3	81.3	80.4	78.3	77.9	84.4	83.7
Men	41.5	39.3	44.9	42.6	72.5	67.1	37.8	36.8	54.3	50.2	43.6	41.7
Women	42.5	44.4	40.8	41.8	19.6	26.2	43.5	43.6	24.0	27.7	40.8	42.0
Non-resident Alien	0.5	0.5	1.7	1.9	0.7	0.7	6.9	7.7	13.6	13.6	2.6	2.8
Men	0.3	0.2	1.1	1.3	0.6	0.5	5.1	5.4	11.6	11.3	1.9	2.0
Women	0.2	0.2	0.6	0.6	0.1	0.2	1.8	2.3	2.0	2.4	0.7	0.8
Total Excluding Unknown	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Men	48.1	45.6	51.8	49.6	78.0	71.1	48.4	47.4	71.1	66.6	51.3	49.3
Women	51.9	54.4	48.2	50.4	22.0	28.9	51.6	52.6	28.9	33.4	48.7	50.7
Unknown Ethnicity	5.6	10.2	7.7	7.9	3.5	1.5	12.0	6.2	10.7	2.9	8.0	7.9
Men	3.6	5.9	4.4	4.8	2.7	1.2	5.8	2.8	7.4	1.7	4.5	4.6
Women	2.0	4.2	3.3	3.1	0.8	0.3	6.2	3.3	3.3	1.2	3.5	3.3
State Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Men	49.0	46.9	52.2	50.5	77.9	71.2	48.4	47.3	70.8	66.4	51.7	49.9
Women	51.0	53.1	47.8	49.5	22.1	28.8	51.6	52.7	29.2	33.6	48.3	50.1

Source: NYSED, Office of Postsecondary Research, Information Systems and Institutional Aid, 1982.

Table 36

TOTAL DEGREES CONFERRED BY RACIAL/ETHNIC CATEGORY IN NEW YORK STATE
1976-77 and 1978-79

	Associate		Baccalaureate		First Professional		Master's		Doctoral		Total Degrees	
	1976-77	1978-79	1976-77	1978-79	1976-77	1978-79	1976-77	1978-79	1976-77	1978-79	1976-77	1978-79
Black, Non-Hispanic	4,330	4,296	5,808	6,485	202	211	1,884	2,140	104	106	12,328	13,238
Men	1,612	1,503	2,459	2,403	124	109	780	792	59	54	5,034	4,861
Women	2,718	2,793	3,349	4,082	78	102	1,104	1,348	45	52	7,294	8,377
Hispanic	2,079	1,996	2,749	2,569	94	89	1,178	847	64	86	6,164	5,587
Men	916	821	1,332	1,171	73	62	553	364	38	50	2,912	2,468
Women	1,163	1,175	1,417	1,398	21	27	625	483	26	36	3,252	3,119
Other Minorities	784	604	1,484	1,722	82	71	859	782	83	87	3,292	3,266
Men	389	309	824	911	58	44	497	476	65	66	1,833	1,806
Women	395	295	660	811	24	27	362	306	18	21	1,459	1,460
White, Non-Hispanic	39,058	36,532	68,680	66,573	4,876	5,757	27,026	25,454	2,430	2,570	142,070	136,886
Men	19,317	17,143	35,997	33,591	3,839	4,138	12,566	11,655	1,685	1,655	73,404	68,182
Women	19,741	19,389	32,683	32,982	1,037	1,619	14,460	13,799	745	915	68,666	68,704
Non-resident Alien	225	199	1,397	1,501	39	42	2,295	2,437	423	450	4,379	4,629
Men	121	103	930	1,045	33	32	1,705	1,709	359	372	3,148	3,261
Women	104	96	467	456	6	10	590	728	64	78	1,231	1,368
Total Excluding Unknown	46,476	43,627	80,118	78,850	5,293	6,170	33,242	31,660	3,104	3,299	168,233	163,606
Men	22,355	19,879	41,542	39,121	4,127	4,385	16,101	14,996	2,206	2,197	86,331	80,578
Women	24,121	23,748	38,576	39,727	1,166	1,785	17,141	16,664	898	1,102	81,902	83,028
Unknown Ethnicity	2,769	4,932	6,721	6,751	192	96	4,532	2,078	371	99	14,585	13,956
Men	1,764	2,872	3,793	4,137	147	76	2,177	959	255	59	8,136	8,103
Women	1,005	2,060	2,928	2,614	45	20	2,355	1,119	116	40	6,449	5,853
State Total	49,245	48,559	86,839	85,601	5,485	6,266	37,774	33,738	3,104	3,398	182,818	177,562
Men	24,119	22,751	45,335	43,258	4,274	4,461	18,278	15,955	2,206	2,256	94,467	88,681
Women	25,126	25,808	41,504	42,343	1,211	1,805	19,496	17,783	898	1,142	88,351	88,881

Source: NYSED, Office of Postsecondary Research, Information Systems and Institutional Aid, 1982.

Table 37

ASSOCIATE DEGREES CONFERRED BY SUBJECT AREA, RACIAL/ETHNIC CATEGORY AND SEX OF STUDENT

NEW YORK STATE

1980-81

Major Subject Area	Nonresident Alien		Black Non-Hispanic		Hispanic		Other Minorities[a/]		White, Non-Hispanic		Total Excluding Unknown		Unknown Ethnicity		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Arts and science	101	0.9%	1,003	9.2%	624	5.8%	173	1.6%	8,943	82.5%	10,844	100.0%	2,311	17.6%	13,155	100.0%
Men	50	0.5	339	3.1	220	2.0	83	0.7	4,318	39.8	5,010	46.2	1,537	11.7	6,547	49.8
Women	51	0.5	664	6.1	404	3.7	90	0.8	4,625	42.7	5,834	53.8	774	5.9	6,608	50.2
Business and commerce technologies	125	0.8	1,820	11.5	908	5.7	271	1.7	12,677	80.2	15,801	100.0	967	5.8	16,768	100.0
Men	38	0.2	590	3.7	297	1.9	111	0.7	4,403	27.9	5,439	34.4	331	2.0	5,770	34.4
Women	87	0.6	1,230	7.8	611	3.9	160	1.0	8,274	52.4	10,362	65.6	636	3.8	10,998	65.6
Data processing technologies	5	0.3	207	12.7	108	6.6	34	2.1	1,276	78.3	1,630	100.0	93	5.4	1,723	100.0
Men	4	0.2	100	6.1	58	3.6	22	1.4	660	40.5	844	51.8	50	2.9	894	51.9
Women	1	0.1	107	6.6	50	3.1	12	0.8	616	37.8	786	48.2	43	2.5	829	48.1
Health services and paramedical technologies	18	0.3	686	11.6	289	4.9	105	1.8	4,816	81.4	5,914	100.0	547	8.5	6,461	100.0
Men	9	0.2	100	1.7	63	1.1	18	0.3	652	11.0	842	14.2	96	1.5	938	14.5
Women	9	0.2	586	9.9	226	3.8	87	1.5	4,164	70.4	5,072	85.8	451	7.0	5,523	85.5
Mechanical and engineering technologies	71	1.5	290	6.3	193	4.2	105	2.3	3,926	85.6	4,585	100.0	368	7.4	4,953	100.0
Men	65	1.4	259	5.6	182	4.0	103	2.3	3,613	78.8	4,222	92.1	342	6.9	4,564	92.1
Women	6	0.1	31	0.7	11	0.2	2	*	313	6.8	363	7.9	26	0.5	389	7.9
Natural science technologies	64	2.3	29	1.1	18	0.7	10	0.4	2,626	95.6	2,747	100.0	75	2.7	2,822	100.0
Men	48	1.7	13	0.5	13	0.5	6	0.2	1,712	62.3	1,792	65.2	37	1.3	1,829	64.8
Women	16	0.6	16	0.6	5	0.2	4	0.1	914	33.3	955	34.8	38	1.3	993	35.2
Public service related technologies	--	--	335	10.9	119	3.9	30	1.0	2,599	84.3	3,083	100.0	323	9.5	3,406	100.0
Men	--	--	79	2.6	28	0.9	7	0.3	1,018	33.0	1,132	36.7	158	4.6	1,290	37.9
Women	--	--	256	8.3	91	3.0	23	0.7	1,581	51.3	1,951	63.3	165	4.8	2,116	62.1
Total all subject areas	384	0.9	4,370	9.8	2,259	5.1	728	1.6	36,863	82.6	44,604	100.0	4,684	9.5	49,288	100.0
Men	214	0.5	1,480	3.3	861	1.9	350	0.8	16,376	36.7	19,281	43.2	2,551	5.2	21,832	44.3
Women	170	0.4	2,890	6.5	1,398	3.1	378	0.8	20,487	45.9	25,323	56.8	2,133	4.3	27,456	55.7

[a/] Other minorities includes American Indian or Alaskan Native and Asian or Pacific Islander.

* Less than 0.1 percent.

Source: NYSED, Information Center on Education, College and University Racial/Ethnic Distribution of Degrees Conferred NYS 1980-81.

Table 38

BACHELOR'S DEGREES CONFERRED BY SUBJECT AREA, RACIAL/ETHNIC CATEGORY AND SEX OF STUDENT

NEW YORK STATE

1980-81

Major Subject Area	Nonresident Alien		Black Non-Hispanic		Hispanic		Other Minorities[a/]		White, Non-Hispanic		Total Excluding Unknown		Unknown Ethnicity		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Agriculture and natural resources	7	1.3%	7	1.3%	6	1.1%	9	1.7%	498	94.5%	527	100.0%	64	10.8%	591	100.0%
Men	7	1.3	6	1.1	3	0.6	4	0.8	300	56.9	320	60.7	35	5.9	355	60.1
Women	--	--	1	0.2	3	0.6	5	0.9	198	37.6	207	39.3	29	4.9	236	39.9
Architecture and environmental design	64	6.3	78	7.7	59	5.8	51	5.0	761	75.1	1,013	100.0	33	3.2	1,046	100.0
Men	47	4.6	59	5.8	43	4.2	40	3.9	530	52.3	719	71.0	14	1.3	733	70.1
Women	17	1.7	19	1.9	16	1.6	11	1.1	231	22.8	294	29.0	19	1.8	313	29.9
Area Studies	4	1.5	18	6.6	24	8.9	9	3.3	216	79.7	271	100.0	34	11.1	305	100.0
Men	2	0.7	5	1.8	12	4.4	4	1.5	71	26.2	94	34.7	11	3.6	105	34.4
Women	2	0.7	13	4.8	12	4.4	5	1.8	145	53.5	177	65.3	23	7.5	200	65.6
Biological sciences	64	1.7	212	5.6	148	3.9	139	3.6	3,244	85.2	3,807	100.0	227	5.6	4,034	100.0
Men	45	1.2	85	2.2	78	2.0	83	2.1	1,782	46.8	2,073	54.5	120	3.0	2,193	54.4
Women	19	0.5	127	3.3	70	1.8	56	1.5	1,462	38.4	1,734	45.5	107	2.7	1,841	45.6
Business and management	244	1.6	1,065	6.8	502	3.2	444	2.8	13,324	85.5	15,579	100.0	462	2.9	16,041	100.0
Men	160	1.0	524	3.4	305	2.0	240	1.5	8,413	54.0	9,642	61.9	345	2.2	9,987	62.3
Women	84	0.5	541	3.5	197	1.3	204	1.3	4,911	31.5	5,937	38.1	117	0.7	6,054	37.7
Communications	23	0.9	165	6.7	66	2.7	36	1.4	2,156	88.1	2,446	100.0	53	2.1	2,499	100.0
Men	15	0.6	60	2.5	28	1.1	13	0.5	1,074	43.9	1,190	48.7	22	0.9	1,212	48.5
Women	8	0.3	105	4.3	38	1.6	23	1.0	1,082	44.2	1,256	51.3	31	1.2	1,287	51.5
Computer and information sciences	39	2.4	105	6.4	63	3.8	93	5.6	1,352	81.8	1,652	100.0	76	4.4	1,728	100.0
Men	28	1.7	57	3.5	35	2.1	53	3.2	902	54.6	1,075	65.1	41	2.4	1,116	64.6
Women	11	0.7	48	2.9	28	1.7	40	2.5	450	27.2	577	34.9	35	2.0	612	35.4
Education	21	0.4	490	9.2	198	3.7	101	1.9	4,491	84.7	5,301	100.0	258	4.6	5,559	100.0
Men	7	0.1	83	1.6	46	0.9	15	0.3	1,028	19.4	1,179	22.2	71	1.3	1,250	22.5
Women	14	0.3	407	7.7	152	2.9	86	1.6	3,463	65.3	4,122	77.8	187	3.4	4,309	77.5
Engineering	369	6.7	204	3.7	169	3.0	306	5.5	4,496	81.1	5,544	100.0	206	3.6	5,750	100.0
Men	350	6.3	180	3.2	152	2.7	277	5.0	4,069	73.4	5,028	90.7	186	3.2	5,214	90.7
Women	19	0.3	24	0.4	17	0.3	29	0.5	427	7.7	516	9.3	20	0.3	536	9.3
Fine and applied arts	97	2.0	264	5.6	139	2.9	111	2.4	4,122	87.1	4,733	100.0	178	3.6	4,911	100.0
Men	48	1.0	93	2.0	48	1.0	36	0.8	1,554	32.8	1,779	37.6	66	1.3	1,845	37.6
Women	49	1.0	171	3.6	91	1.9	75	1.6	2,568	54.3	2,954	62.4	112	2.3	3,066	62.4
Foreign languages	14	1.3	61	5.6	143	13.2	20	1.9	845	78.0	1,083	100.0	61	5.3	1,144	100.0
Men	2	0.2	18	1.7	34	3.1	3	0.3	189	17.5	246	22.7	11	1.0	257	22.5
Women	12	1.1	43	4.0	109	10.1	17	1.6	656	60.6	837	77.3	50	4.4	887	77.5
Health professions	36	0.6	797	12.3	203	3.1	186	2.8	5,264	81.2	6,486	100.0	212	3.2	6,698	100.0
Men	8	0.1	64	1.0	32	0.5	29	0.4	840	13.0	973	15.0	26	0.4	999	14.9
Women	28	0.4	733	11.3	171	2.6	157	2.4	4,424	68.2	5,513	85.0	186	2.8	5,699	85.1
Home economics	18	1.9	100	10.4	28	2.9	19	2.0	794	82.8	959	100.0	29	2.9	988	100.0
Men	8	0.8	8	0.8	2	0.2	2	0.2	102	10.6	122	12.7	4	0.4	126	12.8
Women	10	1.0	92	9.6	26	2.7	17	1.8	692	72.2	837	87.3	25	2.5	862	87.2

Table 38
(Concluded)

Major Subject Area	Nonresident Alien		Black, Non-Hispanic		Hispanic		Other Minorities[a]		White, Non-Hispanic		Total Excluding Unknown		Unknown Ethnicity		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Law	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Men	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Women	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Letters	43	1.0	244	5.6	134	3.1	71	1.6	3,834	88.6	4,326	100.0	265	5.8	4,591	100.0
Men	21	0.5	64	1.5	46	1.1	25	0.6	1,495	34.6	1,651	38.2	121	2.6	1,772	38.6
Women	22	0.5	180	4.2	88	2.0	46	1.1	2,339	54.1	2,675	61.8	144	3.1	2,819	61.4
Library science	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Men	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Women	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Mathematics	27	2.4	40	3.5	45	4.0	41	3.6	979	86.5	1,132	100.0	45	3.8	1,177	100.0
Men	16	1.4	19	1.7	33	2.9	25	2.2	514	45.4	607	53.6	22	1.9	629	53.4
Women	11	1.0	21	1.9	12	1.1	16	1.4	465	41.1	525	46.4	23	2.0	548	46.6
Physical sciences	30	1.6	78	4.3	39	2.1	55	3.1	1,619	88.9	1,821	100.0	107	5.5	1,928	100.0
Men	26	1.4	46	2.5	26	1.4	36	2.0	1,232	67.7	1,366	75.0	83	4.3	1,449	75.2
Women	4	0.2	32	1.8	13	0.7	19	1.0	387	21.3	455	25.0	24	1.2	479	24.8
Psychology	26	0.6	381	8.3	225	4.9	103	2.2	3,877	84.1	4,612	100.0	258	5.3	4,870	100.0
Men	11	0.2	101	2.2	65	1.4	35	0.8	1,251	27.1	1,463	31.7	110	2.3	1,573	32.3
Women	15	0.3	280	6.1	160	3.5	68	1.4	2,626	56.9	3,149	68.3	148	3.0	3,297	67.7
Public affairs and services	9	0.3	344	13.2	150	5.8	27	1.0	2,075	79.7	2,605	100.0	90	3.3	2,695	100.0
Men	6	0.2	136	5.2	79	3.0	16	0.6	908	34.9	1,145	44.0	51	1.9	1,196	44.4
Women	3	0.1	208	8.0	71	2.7	11	0.4	1,167	44.8	1,460	56.0	39	1.4	1,499	55.6
Social sciences	171	1.5	966	8.2	509	4.3	243	2.0	9,850	83.9	11,739	100.0	767	6.1	12,506	100.0
Men	111	0.9	369	3.1	237	2.0	115	1.0	5,411	46.1	6,243	53.2	404	3.2	6,647	53.2
Women	60	0.5	597	5.1	272	2.3	128	1.1	4,439	37.8	5,496	46.8	363	2.9	5,859	46.8
Theology	1	2.2	1	2.2	--	--	--	--	43	95.6	45	100.0	--	--	45	100.0
Men	--	--	--	--	--	--	--	--	24	53.3	24	53.3	--	--	24	53.3
Women	1	2.2	1	2.2	--	--	--	--	19	42.2	21	46.7	--	--	21	46.7
Interdisciplinary studies	38	1.0	455	12.4	178	4.8	68	1.9	2,943	79.9	3,682	100.0	972	20.9	4,654	100.0
Men	19	0.5	121	3.3	69	1.9	27	0.8	1,340	36.4	1,576	42.8	692	14.9	2,268	48.7
Women	19	0.5	334	9.1	109	3.0	41	1.1	1,603	43.5	2,106	57.2	280	6.0	2,386	51.3
Total all subject areas	1,345	1.7	6,075	7.7	3,028	3.8	2,132	2.6	66,783	84.1	79,363	100.0	4,397	5.2	83,760	100.0
Men	937	1.2	2,098	2.6	1,373	1.7	1,078	1.4	33,029	41.6	38,515	48.5	2,435	2.9	40,950	48.9
Women	408	0.5	3,977	5.0	1,655	2.1	1,054	1.3	33,754	42.5	40,848	51.5	1,962	2.3	42,810	51.1

[a] Other minorities includes American Indian or Alaskan Native and Asian or Pacific Islander.

Table 39

FIRST-PROFESSIONAL DEGREES CONFERRED BY SUBJECT AREA, RACIAL/ETHNIC CATEGORY AND SEX OF STUDENT

NEW YORK STATE

1980-81

Major Subject Area	Nonresident Alien		Black, Non-Hispanic		Hispanic		Other Minorities[a/]		White Non-Hispanic		Total Excluding Unknown		Unknown Ethnicity		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Dentistry	--	--	2	0.6%	4	1.2%	11	3.3%	314	94.9%	331	100.0%	12	3.5%	343	100.0%
Men	--	--	2	0.6	2	0.6	7	2.1	262	79.2	273	82.5	10	2.9	283	82.5
Women	--	--	--	--	2	0.6	4	1.2	52	15.7	58	17.5	2	0.6	60	17.5
Medicine	18	1.1%	57	3.4	44	2.6	45	2.7	1,507	90.2	1,671	100.0	49	2.8	1,720	100.0
Men	16	1.0	26	1.6	29	1.7	30	1.8	1,106	66.2	1,207	72.2	32	1.9	1,239	72.0
Women	2	0.1	31	1.9	15	0.9	15	0.9	401	24.0	464	27.8	17	1.0	481	28.0
Optometry	--	--	--	--	2	3.4	3	5.2	53	91.4	58	100.0	--	--	58	100.0
Men	--	--	--	--	2	3.4	--	--	33	56.9	35	60.3	--	--	35	60.3
Women	--	--	--	--	--	--	3	5.2	20	34.5	23	39.7	--	--	23	39.7
Osteopathic Medicine	--	--	--	--	--	--	2	5.9	32	94.1	34	100.0	--	--	34	100.0
Men	--	--	--	--	--	--	--	--	26	76.5	26	76.5	--	--	26	76.5
Women	--	--	--	--	--	--	2	5.9	6	17.6	8	23.5	--	--	8	23.5
Pharmacy	--	--	1	8.3	--	--	--	--	11	91.7	12	100.0	2	14.3	14	100.0
Men	--	--	--	--	--	--	--	--	6	50.0	6	50.0	--	--	6	42.9
Women	--	--	1	8.3	--	--	--	--	5	41.7	6	50.0	2	14.3	8	57.1
Podiatry	--	--	3	2.9	3	2.9	--	--	99	94.3	105	100.0	--	--	105	100.0
Men	--	--	1	1.0	3	2.9	--	--	92	87.6	96	91.4	--	--	96	91.4
Women	--	--	2	1.9	--	--	--	--	7	6.7	9	8.6	--	--	9	8.6
Veterinary medicine	--	--	1	1.3	--	--	1	1.3	78	97.5	80	100.0	--	--	80	100.0
Men	--	--	--	--	--	--	--	--	38	47.5	38	47.5	--	--	38	47.5
Women	--	--	1	1.3	--	--	1	1.3	40	50.0	42	52.5	--	--	42	52.5
Chiropractic	1	0.5	3	1.5	--	--	--	--	192	98.0	196	100.0	--	--	196	100.0
Men	1	0.5	2	1.0	--	--	--	--	151	77.0	154	78.6	--	--	154	78.6
Women	--	--	1	0.5	--	--	--	--	41	20.9	42	21.4	--	--	42	21.4
Law	3	0.1	120	3.6	71	2.1	29	0.9	3,090	93.3	3,313	100.0	303	8.4	3,616	100.0
Men	3	0.1	62	1.9	45	1.4	17	0.6	1,971	59.5	2,098	63.3	194	5.4	2,292	63.4
Women	--	--	58	1.8	26	0.8	12	0.4	1,119	33.8	1,215	36.7	109	3.0	1,324	36.6
Theological professions	2	0.7	5	1.8	7	2.5	1	0.4	269	94.7	284	100.0	33	10.4	317	100.0
Men	2	0.7	3	1.1	5	1.8	1	0.4	230	81.0	241	84.9	17	5.4	258	81.4
Women	--	--	2	0.7	2	0.7	--	--	39	13.7	43	15.1	16	5.0	59	18.6
Total all subject areas	24	0.4	192	3.2	131	2.2	92	1.5	5,645	92.8	6,084	100.0	399	6.2	6,483	100.0
Men	22	0.4	96	1.6	86	1.4	55	0.9	3,915	64.3	4,174	68.6	253	3.9	4,427	68.3
Women	2	*	96	1.6	45	0.7	37	0.6	1,730	28.4	1,910	31.4	146	2.3	2,056	31.7

[a/] Other minorities includes American Indian or Alaskan Native and Asian or Pacific Islander.

* Less than 0.1 percent.

Source: NYSED, Information Center on Education, College and University Racial/Ethnic Distribution of Degrees Conferred NYS 1980-81.

Table 40

MASTER'S DEGREES CONFERRED BY SUBJECT AREA, RACIAL/ETHNIC CATEGORY AND SEX OF STUDENT

NEW YORK STATE

1980-81

Major Subject Area	Nonresident Alien		Black, Non-Hispanic		Hispanic		Other Minorities [a/]		White, Non-Hispanic		Total Excluding Unknown		Unknown Ethnicity		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Agriculture and natural resources	27	21.1%	2	1.6%	2	1.6%	4	3.1%	93	72.7%	128	100.0%	1	0.8%	129	100.0%
Men	21	16.4	--	--	2	1.6	3	2.3	50	39.1	76	59.4	1	0.8	77	59.7
Women	6	4.7	2	1.6	--	--	1	0.8	43	33.6	52	40.6	--	--	52	40.3
Architecture and environmental design	61	22.3	12	4.4	6	2.2	12	4.4	182	66.7	273	100.0	32	10.5	305	100.0
Men	42	15.4	9	3.3	4	1.5	6	2.2	114	41.8	175	64.1	15	4.9	190	62.3
Women	19	7.0	3	1.1	2	0.7	6	2.2	68	24.9	98	35.9	17	5.6	115	37.7
Area studies	6	9.0	2	3.0	5	7.5	7	10.5	47	70.1	67	100.0	4	5.6	71	100.0
Men	2	3.0	--	--	4	6.0	5	7.5	20	29.9	31	46.3	--	--	31	43.7
Women	4	6.0	2	3.0	1	1.5	2	3.0	27	40.3	36	53.7	4	5.6	40	56.3
Biological sciences	21	3.2	22	3.4	11	1.7	18	2.8	583	89.0	655	100.0	42	6.0	697	100.0
Men	11	1.7	7	1.1	6	0.9	7	1.1	328	50.1	359	54.8	18	2.6	377	54.1
Women	10	1.5	15	2.3	5	0.8	11	1.7	255	38.9	296	45.2	24	3.4	320	45.9
Business and management	420	6.8	243	3.9	120	1.9	241	3.8	5,181	83.5	6,205	100.0	292	4.5	6,497	100.0
Men	325	5.2	168	2.7	102	1.6	174	2.8	3,631	58.5	4,400	70.9	214	3.3	4,614	71.0
Women	95	1.5	75	1.2	18	0.3	67	1.0	1,550	25.0	1,805	29.1	78	1.2	1,883	29.0
Communications	39	7.1	41	7.5	14	2.6	9	1.7	444	81.2	547	100.0	14	2.5	561	100.0
Men	22	4.0	14	2.6	6	1.1	4	0.7	213	38.9	259	47.3	7	1.2	266	47.4
Women	17	3.1	27	4.9	8	1.5	5	0.9	231	42.2	288	52.7	7	1.2	295	52.6
Computer and information sciences	71	14.1	16	3.2	14	2.8	56	11.1	346	68.8	503	100.0	15	2.9	518	100.0
Men	53	10.5	13	2.6	11	2.2	41	8.2	256	50.9	374	74.4	13	2.5	387	74.7
Women	18	3.6	3	0.6	3	0.6	15	3.0	90	17.9	129	25.6	2	0.4	131	25.3
Education	294	3.5	713	8.5	389	4.7	106	1.2	6,846	82.0	8,348	100.0	557	6.3	8,905	100.0
Men	169	2.0	124	1.5	94	1.1	31	0.3	1,418	17.0	1,836	22.0	152	1.7	1,988	22.3
Women	125	1.5	589	7.1	295	3.5	75	0.9	5,428	65.0	6,512	78.0	405	4.5	6,917	77.7
Engineering	462	26.9	61	3.6	58	3.4	115	6.7	1,019	59.4	1,715	100.0	43	2.4	1,758	100.0
Men	438	25.5	57	3.3	56	3.3	101	5.9	928	54.1	1,580	92.1	40	2.3	1,620	92.2
Women	24	1.4	4	0.2	2	0.1	14	0.9	91	5.3	135	7.9	3	0.2	138	7.8
Fine and applied arts	102	7.8	50	3.8	26	2.0	43	3.3	1,090	83.1	1,311	100.0	28	2.1	1,339	100.0
Men	57	4.3	23	1.8	15	1.1	12	0.9	470	35.9	577	44.0	12	0.9	589	44.0
Women	45	3.4	27	2.1	11	0.8	31	2.4	620	47.3	734	56.0	16	1.2	750	56.0
Foreign languages	29	8.1	8	2.2	51	14.2	3	0.9	268	74.7	359	100.0	18	4.8	377	100.0
Men	7	1.9	1	0.3	18	5.0	--	--	88	24.5	114	31.8	4	1.1	118	31.3
Women	22	6.1	7	1.9	33	9.2	3	0.9	180	50.1	245	68.2	14	3.7	259	68.7
Health professions	56	2.8	210	10.6	54	2.7	84	4.3	1,569	79.5	1,973	100.0	134	6.4	2,107	100.0
Men	24	1.2	35	1.8	11	0.6	26	1.3	312	15.8	408	20.7	28	1.3	436	20.7
Women	32	1.6	175	8.9	43	2.2	58	3.0	1,257	63.7	1,565	79.3	106	5.0	1,671	79.3
Home economics	11	4.8	15	6.5	5	2.2	10	4.3	190	82.3	231	100.0	--	--	231	100.0
Men	4	1.7	1	0.4	1	0.4	--	--	21	9.1	27	11.7	--	--	27	11.7
Women	7	3.0	14	6.1	4	1.7	10	4.3	169	73.2	204	88.3	--	--	204	88.3

Table 40

(Concluded)

Major Subject Area	Nonresident Alien		Black, Non-Hispanic		Hispanic		Other Minorities[a]		White, Non-Hispanic		Total Excluding Unknown		Unknown Ethnicity		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Law	83	17.1	4	0.8	5	1.0	1	0.2	392	80.8	485	100.0	6	1.2	491	100.0
Men	67	13.8	4	0.8	4	0.8	1	0.2	334	68.9	410	84.5	4	0.8	414	84.3
Women	16	3.3	--	--	1	0.2	--	--	58	12.0	75	15.5	2	0.4	77	15.7
Letters	89	9.5	37	3.9	26	2.8	18	1.9	770	81.9	940	100.0	50	5.1	990	100.0
Men	42	4.5	10	1.1	6	0.6	9	0.9	309	32.9	376	40.0	24	2.4	400	40.4
Women	47	5.0	27	2.9	20	2.1	9	0.9	461	49.0	564	60.0	26	2.6	590	59.6
Library science	28	5.9	26	5.5	3	0.6	15	3.2	399	84.7	471	100.0	45	8.7	516	100.0
Men	8	1.7	7	1.5	1	0.2	3	0.6	80	17.0	99	21.0	9	1.7	108	20.9
Women	20	4.2	19	4.0	2	0.4	12	2.5	319	67.7	372	79.0	36	7.0	408	79.1
Mathematics	55	16.6	14	4.2	14	4.2	13	3.9	236	71.1	332	100.0	17	4.9	349	100.0
Men	36	10.8	6	1.8	10	3.0	9	2.7	148	44.6	209	63.0	8	2.3	217	62.2
Women	19	5.7	8	2.4	4	1.2	4	1.2	88	26.5	123	37.0	9	2.6	132	37.8
Physical sciences	78	18.1	13	3.0	5	1.2	13	3.1	321	74.7	430	100.0	28	6.1	458	100.0
Men	61	14.2	10	2.3	4	0.9	9	2.1	253	58.8	337	78.4	20	4.4	357	77.9
Women	17	4.0	3	0.7	1	0.2	4	0.9	68	15.8	93	21.6	8	1.7	101	22.1
Psychology	37	4.9	52	6.9	35	4.6	9	1.2	620	82.3	753	100.0	15	2.0	768	100.0
Men	15	2.0	17	2.3	14	1.9	2	0.2	296	39.3	344	45.7	4	0.5	348	45.3
Women	22	2.9	35	4.6	21	2.8	7	0.9	324	43.0	409	54.3	11	1.4	420	54.7
Public affairs and services	55	2.0	246	8.7	141	5.0	31	1.1	2,339	83.2	2,812	100.0	127	4.3	2,939	100.0
Men	39	1.4	91	3.2	57	2.0	15	0.6	755	26.8	957	34.0	61	2.1	1,018	34.6
Women	16	0.6	155	5.5	84	3.0	16	0.6	1,584	56.3	1,855	66.0	66	2.2	1,921	65.4
Social sciences	253	16.5	90	5.9	45	2.9	45	2.9	1,104	71.8	1,537	100.0	74	4.6	1,611	100.0
Men	175	11.4	47	3.1	29	1.9	27	1.8	605	39.4	883	57.4	45	2.8	928	57.6
Women	78	5.1	43	2.8	16	1.0	18	1.2	499	32.5	654	42.6	29	1.8	683	42.4
Theology	8	3.1	15	5.8	3	1.2	4	1.6	228	88.4	258	100.0	--	--	258	100.0
Men	7	2.7	12	4.7	3	1.2	3	1.2	137	53.1	162	62.8	--	--	162	62.8
Women	1	0.4	3	1.2	--	--	1	0.4	91	35.3	96	37.2	--	--	96	37.2
Interdisciplinary studies	33	7.2	11	2.4	6	1.3	11	2.4	396	86.7	457	100.0	115	20.1	572	100.0
Men	18	3.9	3	0.7	4	0.9	5	1.1	157	34.4	187	40.9	41	7.2	228	39.9
Women	15	3.3	8	1.8	2	0.4	6	1.3	239	52.3	270	59.1	74	12.9	344	60.1
Total all subject areas	2,318	7.5	1,903	6.2	1,038	3.4	868	2.8	24,663	80.1	30,790	100.0	1,657	5.1	32,447	100.0
Men	1,643	5.3	659	2.1	462	1.5	493	1.6	10,923	35.5	14,180	46.1	720	2.2	14,900	45.9
Women	675	2.2	1,244	4.0	576	1.9	375	1.2	13,740	44.6	16,610	53.9	937	2.9	17,547	54.1

[a]Other minorities includes American Indian or Alaskan Native and Asian or Pacific Islander.

Source: NYSED, Information Center on Education, College and University Racial/Ethnic Distribution of Degrees Conferred NYS 1980-81.

Table 41

DOCTORAL DEGREES CONFERRED BY SUBJECT AREA, RACIAL/ETHNIC CATEGORY AND SEX OF STUDENT

NEW YORK STATE

1980-81

Major Subject Area	Nonresident Alien		Black, Non-Hispanic		Hispanic		Other Minorities[1]		White, Non-Hispanic		Total Excluding Unknown		Unknown Ethnicity		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Agriculture and natural resources	23	41.8%	1	1.8%	--	--	1	1.8%	30	54.5%	55	100.0%	--	--	55	100.0%
Men	22	40.0	1	1.8	--	--	--	--	20	36.4	43	78.2	--	--	43	78.2
Women	1	1.8	--	--	--	--	1	1.8	10	18.2	12	21.8	--	--	12	21.8
Architectural and environmental design	1	10.0	2	20.0	2	20.0%	1	10.0	4	40.0	10	100.0	2	16.7%	12	100.0
Men	1	10.0	1	10.0	2	20.0	1	10.0	4	40.0	9	90.0	1	8.3	10	83.3
Women	--	--	1	10.0	--	--	--	--	--	--	1	10.0	1	8.3	2	16.7
Area studies	--	--	1	50.0	--	--	--	--	1	50.0	2	100.0	--	--	2	100.0
Men	--	--	1	50.0	--	--	--	--	1	50.0	2	100.0	--	--	2	100.0
Women	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Biological sciences	21	5.4	7	1.8	6	1.5	18	4.6	338	86.7	390	100.0	11	2.7	401	100.0
Men	18	4.6	5	1.3	4	1.0	10	2.6	223	57.2	260	66.7	9	2.2	269	67.1
Women	3	0.8	2	0.5	2	0.5	8	2.1	115	29.5	130	33.3	2	0.5	132	32.9
Business and management	9	18.0	1	2.0	--	--	2	4.0	38	76.0	50	100.0	3	5.7	53	100.0
Men	7	14.0	1	2.0	--	--	2	4.0	34	68.0	44	88.0	3	5.7	47	88.7
Women	2	4.0	--	--	--	--	--	--	4	8.0	6	12.0	--	--	6	11.3
Communications	1	6.7	--	--	--	--	--	--	14	93.3	15	100.0	1	6.3	16	100.0
Men	1	6.7	--	--	--	--	--	--	10	66.7	11	73.3	1	6.3	12	75.0
Women	--	--	--	--	--	--	--	--	4	26.7	4	26.7	--	--	4	25.0
Computer and information sciences	4	17.4	--	--	--	--	3	13.0	16	69.6	23	100.0	--	--	23	100.0
Men	4	17.4	--	--	--	--	3	13.0	15	65.2	22	95.7	--	--	22	95.7
Women	--	--	--	--	--	--	--	--	1	4.3	1	4.3	--	--	1	4.3
Education	42	7.4	35	6.1	7	1.2	15	2.7	471	82.6	570	100.0	72	11.2	642	100.0
Men	28	4.9	13	2.3	5	0.9	7	1.3	226	39.6	279	48.9	36	5.6	315	49.1
Women	14	2.5	22	3.9	2	0.4	8	1.4	245	43.0	291	51.1	36	5.6	327	50.9
Engineering	81	34.0	7	2.9	--	--	34	14.3	116	48.7	238	100.0	12	4.8	250	100.0
Men	74	31.1	7	2.9	--	--	33	13.9	111	46.6	225	94.5	11	4.4	236	94.4
Women	7	2.9	--	--	--	--	1	0.4	5	2.1	13	5.5	1	0.4	14	5.6
Fine and applied arts	3	3.1	2	2.1	1	1.0	3	3.1	88	90.7	97	100.0	8	7.6	105	100.0
Men	1	1.0	1	1.0	--	--	1	1.0	42	43.3	45	46.4	7	6.7	52	49.5
Women	2	2.1	1	1.0	1	1.0	2	2.0	46	47.4	52	53.6	1	1.0	53	50.5
Foreign languages	4	6.9	1	1.7	8	13.8	1	1.7	44	75.9	58	100.0	9	13.4	67	100.0
Men	3	5.2	--	--	4	6.9	1	1.7	16	27.6	24	41.4	5	7.5	29	43.3
Women	1	1.7	1	1.7	4	6.9	--	--	28	48.3	34	58.6	4	6.0	38	56.7
Health professions	4	3.9	3	2.9	4	3.9	5	4.9	86	84.3	102	100.0	7	6.4	109	100.0
Men	1	1.0	--	--	--	--	3	3.0	31	30.4	35	34.3	5	4.6	40	36.7
Women	3	2.9	3	2.9	4	3.9	2	2.0	55	53.9	67	65.7	2	1.8	69	63.3
Home economics	--	--	2	6.3	--	--	1	3.1	29	90.6	32	100.0	--	--	32	100.0
Men	--	--	--	--	--	--	1	3.1	12	37.5	13	40.6	--	--	13	40.6
Women	--	--	2	6.3	--	--	--	--	17	53.1	19	59.4	--	--	19	59.4

Table 41

(Concluded)

Major Subject Area	Nonresident Alien		Black, Non-Hispanic		Hispanic		Other Minorities a/		White, Non-Hispanic		Total Excluding Unknown		Unknown Ethnicity		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent	Percent	Number	Percent	Number	Percent
Law	--	--	--	--	--	--	--	--	2	100.0	2	100.0	4	66.7	6	100.0
Men	--	--	--	--	--	--	--	--	2	100.0	2	100.0	4	66.7	6	100.0
Women	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Letters	19	3.2	16	6.9	4	1.7	4	1.7	188	81.4	231	100.0	37	13.8	268	100.0
Men	12	5.2	7	3.0	3	1.3	4	1.7	101	43.7	127	55.0	22	8.2	149	55.6
Women	7	3.0	9	3.9	1	0.4	--	--	87	37.7	104	45.0	15	5.6	119	44.4
Library science	1	14.3	--	--	--	--	--	--	6	85.7	7	100.0	1	12.5	8	100.0
Men	1	14.3	--	--	--	--	--	--	2	28.6	3	42.9	1	12.5	4	50.0
Women	--	--	--	--	--	--	--	--	4	57.1	4	57.1	--	--	4	50.0
Mathematics	15	18.3	--	--	--	--	8	9.7	59	72.0	82	100.0	3	3.5	85	100.0
Men	13	15.9	--	--	--	--	7	8.5	49	59.8	69	84.1	3	3.5	72	84.7
Women	2	2.4	--	--	--	--	1	1.2	10	12.2	13	15.9	--	--	13	15.3
Physical sciences	60	21.4	6	2.1	5	1.8	14	5.0	196	69.8	281	100.0	17	5.7	298	100.0
Men	53	18.9	6	2.1	5	1.8	12	4.3	181	64.4	257	91.5	17	5.7	274	91.9
Women	7	2.5	--	--	--	--	2	0.7	15	5.3	24	8.5	--	--	24	8.1
Psychology	3	1.0	23	7.7	8	2.7	6	2.0	259	86.6	299	100.0	15	4.8	314	100.0
Men	1	0.3	14	4.7	2	0.7	4	1.3	131	43.8	152	50.8	10	3.2	162	51.6
Women	2	0.7	9	3.0	6	2.0	2	0.7	128	42.8	147	49.2	5	1.6	152	48.4
Public affairs and services	6	7.5	9	11.3	2	2.5	3	3.8	60	75.0	80	100.0	13	14.0	93	100.0
Men	5	6.3	1	1.3	1	1.3	--	--	28	35.0	35	43.8	8	8.6	43	46.2
Women	1	1.3	8	10.0	1	1.3	3	3.8	32	40.0	45	56.3	5	5.4	50	53.8
Social sciences	39	11.9	11	3.4	9	2.7	15	4.6	254	77.4	328	100.0	36	9.9	364	100.0
Men	31	9.5	9	2.7	8	2.4	10	3.0	158	48.2	216	65.9	24	6.6	240	65.9
Women	8	2.4	2	0.6	1	0.3	5	1.5	96	29.3	112	34.1	12	3.3	124	34.1
Theology	3	8.6	7	20.0	1	2.9	--	--	24	68.6	35	100.0	6	14.6	41	100.0
Men	1	2.9	7	20.0	1	2.9	--	--	21	60.0	30	85.7	5	12.2	35	85.4
Women	2	5.7	--	--	--	--	--	--	3	8.6	5	14.3	1	2.4	6	14.6
Interdisciplinary studies	--	--	--	--	--	--	1	10.0	9	90.0	10	100.0	--	--	10	100.0
Men	--	--	--	--	--	--	--	--	5	50.0	5	50.0	--	--	5	50.0
Women	--	--	--	--	--	--	1	10.0	4	40.0	5	50.0	--	--	5	50.0
Total all subject areas	339	11.3	134	4.5	57	1.9	135	4.5	2,332	77.8	2,997	100.0	257	7.9	3,254	100.0
Men	277	9.2	74	2.5	35	1.2	99	3.3	1,423	47.5	1,908	63.7	172	5.3	2,080	63.9
Women	62	2.1	60	2.0	22	0.7	36	1.2	909	30.3	1,089	36.3	85	2.6	1,174	36.1

a/ Other minorities includes American Indian or Alaskan Native and Asian or Pacific Islander.

Source: NYSED, Information Center on Education, College and University Racial/Ethnic Distribution of Degrees Conferred NYS 1980-81.

Table 42

PHYSICIAN MANPOWER SURVEY 1980-81
Color or Race; Year of Medical School Graduation

Color or Race	Year of Graduation																	
	Before 1920		1920-29		1930-39		1940-49		1950-59		1960-69		After 1969		Non-response		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White	85	90.4	939	98.5	3,551	98.2	4,208	94.7	5,558	84.9	4,979	64.3	6,438	80.6	619	76.6	26,377	81.9
Black	1	1.1	7	0.7	32	0.9	67	1.5	155	2.4	207	2.7	280	3.5	30	3.7	779	2.4
Am. Indian	-	-	-	-	-	-	1	0.0	4	0.1	6	0.1	8	0.1	1	0.1	20	0.1
Asian/Pacific	5	5.3	3	0.3	25	0.7	117	2.6	641	9.8	2,264	29.2	1,034	12.9	136	16.8	4,225	13.1
Hispanic	2	2.1	2	0.2	7	0.2	45	1.0	140	2.1	169	2.2	142	1.8	12	1.5	519	1.6
Other	1	1.1	2	0.2	3	0.1	8	0.2	46	0.7	118	1.5	91	1.1	10	1.2	279	0.9
Non-response	10	-	72	-	198	-	351	-	637	-	918	-	1,000	-	167	-	3,353	-
Total	104	100.0	1,025	100.0	3,816	100.0	4,797	100.0	7,181	100.0	8,661	100.0	8,993	100.0	975	100.0	35,552	100.0

Source: NYSED, Office of Postsecondary Research, Information Systems and Institutional Aid, 1982

Table 43

MINORITY AND TOTAL ENROLLMENT
MEDICAL AND DENTAL SCHOOLS IN NEW YORK STATE
1980-81

Medical Schools[1]	Enrollments		
	Minority	Total	% Minority
Albany Medical	9	514	1.8
Columbia	31	594	5.2
Cornell	49	443	11.0
Einstein	23	721	3.2
Mt. Sinai	36	454	7.9
New York Medical	41	758	5.4
New York University	32	708	4.5
Rochester	10	402	2.5
SUNY Buffalo	41	564	7.3
Downstate	41	900	4.6
Stony Brook	23	265	8.7
Upstate	22	596	3.7

Dental Schools[2]	Minority	Total	% Minority
Columbia	11	224	4.9
New York University	35	810	4.3
SUNY Buffalo	15	352	4.3
Stony Brook	4	103	3.8

[1] Minorities in Medical Schools. NYS Health Planning Commission, February 1982. Table 4.

[2] Annual Report on Dental Education 1980-81. Supplement II. American Dental Association. Tables 8, 14.

Table 44

New York State
Bachelor's Degrees in Engineering Awarded to Women and Members of Minority Groups
1976-1981

Group	1975-76 No.	1975-76 % of Total	1976-77 No.	1976-77 % of Total	1977-78 No.	1977-78 % of Total	1978-79 No.	1978-79 % of Total	1979-80 No.	1979-80 % of Total	1980-81 No.	1980-81 % of Total	Change 1976-80 No.	Change 1976-80 Percent	Change 1976-81 No.	Change 1976-81 Percent
Blacks	121	3.7%	142	3.9%	150	3.6%	112	2.3%	147	3.0%	151	3.0%	+26	+21.5%	+30	+24.8%
Hispanics	64	2.0%	52	1.4%	85	2.0%	96	2.0%	93	1.9%	116	2.3%	+29	+45.3%	+52	+81.3%
Amer. Indian	4	0.1%	5	0.1%	2	0.1%	3	0.1%	7	0.1%	5	0.1%	+3	+75.0%	+1	+25.0%
All Minorities	189	5.8%	199	5.5%	237	5.7%	211	4.4%	247	5.0%	272	5.5%	+58	+30.7%	+83	+43.9%
Women	118	3.6%	199	5.5%	275	6.6%	452	9.5%	490	9.9%	416	8.3%	+372	+315.2%	+298	+252.5%
NYS-All Baccalaureates	3,276		3,629		4,157		4,778		4,974		4,987		+1,698	+51.8%	+1711	+52.2%
Percent change year to year			+10.8%		+14.5%		+14.9%		+4.1%		+2.6%					

Source: Data from Engineering Manpower Commission

Table 45

U.S. and New York State
Engineering Graduate Degrees Awarded to Foreign Nationals, 1976-1981

	1975-76		1976-77		1977-78		1978-79		1979-80		1980-81	
	No.	Percent of all Awarded	No.	Percent of all Awarded	No.	Percent of all Awarded	No.	Percent of all Awarded	No.	Percent of all Awarded	No.	Percent of all Awarded
U.S.												
Master's	3,628	22.0%	3,749	22.7%	3,597	22.2%	3,944	25.2%	4,402	26.0%	4,589	26.0%
Doctorates	1,060	35.6%	995	35.4%	874	34.0%	929	33.0%	982	35.7%	1,054	37.1%
New York State												
Master's	356	19.5%	301	16.0%	293	18.4%	389	26.1%	396	22.4%	433	23.6%
Doctorates	134	47.9%	97	34.8%	81	34.8%	82	34.3%	118	42.9%	103	38.6%

Source: Data from Engineering Manpower Commission.

Table 46

NUMBER AND PERCENT DISTRIBUTION OF FULL-TIME INSTRUCTIONAL FACULTY[a] BY RACIAL/ETHNIC ORIGIN AND SECTOR

NEW YORK STATE

1981-82

Racial/Ethnic Origin	State University Of New York		City University Of New York		Independent		Proprietary		Total State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Nonresident Alien	142	1.1	-	-	376	2.0	3	0.5	521	1.3
Black, Non-Hispanic	317	2.5	701	10.3	354	1.9	37	6.8	1,409	3.6
American Indian or Alaskan Native	12	0.1	11	0.2	8	*	1	0.2	32	0.1
Asian or Pacific Islander	352	2.8	177	2.6	815	4.4	3	0.5	1,347	3.5
Hispanic	133	1.1	305	4.5	304	1.6	13	2.4	755	2.0
White, Non-Hispanic	11,536	92.4	5,598	82.4	16,909	90.1	491	89.6	34,534	89.5
Total	12,492	100.0	6,792	100.0	18,766	100.0	548	100.0	38,598	100.0

[a] Data are included only for full-time instructional faculty in the program function of instruction.

* Less than 0.1 percent.

SOURCE: NEW YORK STATE EDUCATION DEPARTMENT
Information Center on Education
November 30, 1982

Table 47

NUMBER AND PERCENT DISTRIBUTION OF PART-TIME INSTRUCTIONAL FACULTY[a/] BY RACIAL/ETHNIC ORIGIN AND SECTOR

NEW YORK STATE

1981-82

Racial/Ethnic Origin	State University Of New York		City University Of New York		Independent		Proprietary		Total State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Nonresident Alien	55	0.9	-	-	255	2.0	3	0.4	313	1.3
Black, Non-Hispanic	152	2.5	592	11.2	450	3.5	30	3.8	1,224	4.9
American Indian or Alaskan Native	8	0.1	8	0.2	5	*	-	-	21	0.1
Asian or Pacific Islander	99	1.6	156	3.0	295	2.3	6	0.7	556	2.2
Hispanic	40	0.7	292	5.5	285	2.3	34	4.3	651	2.6
White, Non-Hispanic	5,732	94.2	4,220	80.1	11,470	89.9	725	90.8	22,147	88.9
Total	6,086	100.0	5,268	100.0	12,760	100.0	798	100.0	24,912	100.0

[a/] Data are included only for part-time instructional faculty in the program function of instruction.

*Less than 0.1 percent.

SOURCE: NEW YORK STATE EDUCATION DEPARTMENT
Information Center on Education
November 30, 1982

Table 48

STATE APPROPRIATIONS FOR POSTSECONDARY EDUCATION OPERATING PURPOSES
(in $ millions)

	1975-76		1976-77		1977-78		1978-79		1979-80		Change 1975-76 to 1979-80	
	amount	percent	amount	percent	amount	percent	amount	percent	amount	percent	amount	percent
State University of New York[1,2]	$ 667.4	54.3	$ 636.7	50.0	$ 688.3	50.6	$ 787.8	51.7	$ 818.4	51.3	$ 151.0	22.6
City University of New York[2]	140.4	11.4	130.8	10.3	129.8	9.6	166.9	10.9	177.3	11.1	36.9	26.3
Community College (SUNY & CUNY)[3]	148.0	12.0	156.0	12.2	157.0	11.5	164.2	10.8	171.0	10.7	23.0	15.5
Aid to Independent Institutions												
Bundy Aid	57.4	4.7	62.7	4.9	66.6	4.9	68.0	4.5	68.0	4.3	10.6	18.5
Health Professions	19.0	1.5	16.1	1.3	14.1	1.0	16.6	1.1	13.8	0.9	(5.2)	(27.4)
Special Grants[4]	.8	0.1	0	-	2.6	0.2	1.8	0.1	2.5	0.1	1.7	212.5
Student Aid												
TAP	103.5	8.4	184.2	14.5	214.6	15.8	238.2	15.6	253.6	15.9	150.1	145.0
All Other	29.5	2.4	25.7	1.9	23.9	1.8	21.5	1.4	31.1	2.0	1.6	5.4
Programs for the Disadvantaged	44.2	3.6	39.0	3.1	36.4	2.7	36.9	2.4	38.1	2.4	(6.1)	(13.8)
Other NYSED	7.9	0.6	8.0	0.6	9.9	0.7	10.0	0.7	9.5	0.6	1.6	20.3
Other SUNY	2.2	0.2	2.1	0.2	3.4	0.2	2.9	0.2	3.6	0.2	1.4	63.6
Other State Agencies	9.4	0.8	12.8	1.0	13.7	1.0	9.6	0.6	7.6	0.5	(1.8)	(19.2)
TOTAL APPROPRIATION	$ 1,229.7	100.0	$ 1,274.1	100.0	$ 1,360.3	100.0	$ 1,524.4	100.0	$ 1,594.5	100.0	$ 364.8	29.7
State Revenues	$ 9,784.4		$ 10,901.4		$ 10,895.8		$ 11,555.1		$ 12,765.2[5]		$2,980.8	30.5
Total Higher Education Current Fund Expenditure (from all sources)	$ 4,033.4		$ 4,208.8		$ 4,477.3		$ 4,994.1		$ 5,358.8		$1,325.4	32.9
Total Approp. % of State Rev.	12.6		11.8		12.5		13.2		12.5			
Total Approp. %of Total Exp.	30.5		30.3		30.4		30.5		31.6			

[1] Regular Operations Adjusted, including employee fringe benefits

[2] Excludes Community Colleges

[3] Includes both SUNY and CUNY Community Colleges

[4] Einstein Schweitzer Chairs, Education of Native Americans, Vermont/Sackler Medical Contracts, Regional College Cooperative Service Boards

[5] Excluded in 1979-80 is $530.6 million of Mental Hygiene-Related Revenue, included as State revenue for the first time in 1979-80

Source: NYSED: Office of Postsecondary Research, Information Systems and Institutional Aid, 1982

Table 49

RESEARCH EXPENDITURES BY POSTSECONDARY INSTITUTIONS
IN NEW YORK STATE
Fiscal Years Ending
1975 and 1980

Sector/Type	Fiscal Year End 1975	Fiscal Year End 1980	Percent Change 1975-1980
SUNY-Total	70,829,050	109,141,829	+54.1
Central Administration	5,161,390	2,767,708	-46.4
University Center	24,672,226	46,417,892	+88.1
University College	2,486,619	3,974,351	+59.8
Health Sciences Center	11,754,437	10,916,379	-7.1
Specialized College	2,277,353	3,585,773	+57.5
Statutory Colleges	22,737,322	39,284,855	+72.8
Agricultural-Technical	2,249	173,908	+7,632.7
Community College	1,737,454	2,020,963	+16.3
CUNY-Total	31,090,000	53,197,000	+71.1
Independent-Total	271,905,641	351,725,636	+29.4
Multiversity	174,702,261	220,320,465	+26.1
University	22,324,856	23,884,281	+7.0
College Comples	2,900,401	4,734,995	+63.3
College	330,198	1,515,422	+358.9
Specialized College	3,195,228	3,279,709	+2.9
Engineering-Technical	11,059,038	21,134,997	+91.1
Seminary	151,124	35,439	-76.5
Health Sciences Center	57,231,736	76,757,996	+34.1
Nursing School	0	0	--
2-Year School	10,799	62,332	+477.2
Proprietary-Total	0	103,645	--
	373,824,691		
GRAND TOTAL	373,824,691	514,168,110	+45.5

Source: NYSED, Office of Postsecondary Research, Information Systems, and Institutional Aid, 1982.

The National Center for Education Statistics (NCES) reports 1975 and 1980 research expenditures for all U.S. colleges and universities as follows:

Sector	Fiscal Year End 1975	Fiscal Year End 1980	Percent Change 1975-1980
Public	$2,036,328,000	$3,408,633,000	+67.4
Independent	1,089,904,000	1,690,518,000	+55.1
TOTAL	3,126,232,000	5,099,151,000	+63.1

Table 50

TOTAL NET ASSIGNABLE SQUARE FEET FOR SELECTED ROOM USE CATEGORIES BY FULL-TIME EQUIVALENT DAY STUDENT ENROLLMENT at New York State's Postsecondary Institutions

	SUNY		CUNY				
	Community Colleges	All Other State Operated	Community Colleges	All Other CUNY	Independent	Proprietary	Total
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Total Classroom Facilities	12.4	12.1	12.2	11.8	22.6	16.1	15.4
2. Total Laboratory Facilities	19.6	38.7	14.1	21.9	25.1	9.3	26.2
3. Total Office Facilities	13.9	33.9	21.6	25.6	29.3	6.1	26.5
4. Library Facilities	8.5	16.9	6.1	8.3	14.8	1.2	12.6
Subtotal (1-4)	54.4	101.6	54.0	67.6	89.8	32.6	80.8
5. Other Non-Residential Facilities	31.9	66.3	21.9	24.5	63.0	8.3	50.0
7. Total Non-Residential Facilities (1-5)	86.3	167.9	75.9	92.1	152.9	40.9	130.8

Note: This table compares facilities data reported in 1979 with Full-Time Equivalent Day Student counts reported in 1981.

Source: NYSED: Office of Finance and Facilities, 1982.

Definitions:

1. "Net Assignable Square Feet" (NASF) includes the sum of the floor areas of a building included within the outside faces of exterior walls for all stories, or areas that have floor surfaces, less the non-assignable area. Non-assignable area includes that portion of the building areas not available for assignment to building occupants, but necessary for general operation. Such areas include circulation, custodial, mechanical, and structural areas.

2. Full-time equivalent day students are students enrolled in courses scheduled to start between the hours of 7:01 a.m. and 5:59 p.m., Monday through Friday.

Table 51

TOTAL NET ASSIGNABLE SQUARE FEET FOR SELECTED ROOM USE at New York State's Postsecondary Institutions, 1979 (in thousands and rounded to nearest 10,000 NASF)

	SUNY		CUNY				
	Community Colleges (1)	All Other State Operated (2)	Community Colleges (3)	All Other (4)	Independent* (5)	Proprietary (6)	Total (7)
1. Total Classroom Facillities	1,160	1,890	370	930	5,350	280	9,990
2. Total Laboratory Facilities	1,820	6,500	430	1,730	8,240	150	18,890
3. Total Office Facilities	1,290	5,610	660	2,020	9,150	150	18,890
4. Library Facilities	790	2,570	190	650	4,430	20	8,680
Subtotal (1-4)	5,060	16,570	1,640	5,340	27,210	560	56,390
5. Other Non-Residential Facilities	2,940	11,000	670	1,940	17,790	140	34,480
6. Total Non-Residential Facilities (1-5)	8,000	27,570	2,310	7,250	45,000	700	90,869

*excludes seminaries

Source: NYSED, Office of Finance and Facilities, 1982.

Table 52

Amounts Needed to Bring Engineering Laboratory Equipment
Up to Date at 17 New York Engineering Schools*

	Amount Needed	Average
SUNY -		(6 campuses)
replacement	$10,221,800	$1,703,633
incremental	3,325,000	554,167
TOTAL	$13,546,800	$2,257,800
Additional needed yearly:	$ 955,000	$ 159,167
CUNY -		(2 centers count as one)
replacement	$ 600,000	$ 600,000
incremental	500,000	500,000
TOTAL	$ 1,100,000	$1,100,000
Additional needed yearly:	$ 150,000	$ 150,000
INDEPENDENT -		(10 campuses)
replacement	$ 7,630,000	$ 763,000
incremental	35,780,000	3,578,000
TOTAL	$43,410,000	$4,341,000
Additional needed yearly:	$ 1,670,000	$ 167,000
ALL SCHOOLS -		(17 institutions)
replacement	$18,451,800	$1,085,400
incremental	39,605,000	2,329,706
TOTAL	$58,056,800	$3,415,106
Additional needed yearly:	$ 2,775,000	$ 163,235

*Based on a survey of the 23 NYS engineering schools in which 17 responded to this question.

Source: NYSED, Bureau of Postsecondary Planning, Engineering Manpower and Engineering Education in New York State: A Report and Recommendations for Action, June 8, 1982.

Table 53

Proportion of Full-time Engineering Faculty Positions
That Are Vacant, NYS*

Year	Total No. of Full-time Faculty	No. of Vacant Positions Reported	Percent of Positions Vacant
1979-80	1,289	62	4.8%
1980-81	1,321	82	6.2%
1981-82	1,360	92	6.8%

*Based on a survey of the 23 NYS engineering schools in which 21 responded to this question.

Source: NYSED, Bureau of Postsecondary Planning, Engineering Manpower and Engineering Education in New York State: A Report and Recommendations For Action, June 8, 1982.

Table 54

Change in Number of Classroom Teachers
by Major Assignment Area
1970-71 to 1980-81
New York State

Certification Area	1970-71 Number of Classroom Teachers	1980-81 Number of Classroom Teachers	Difference
Elementary N-6	71,896	49,251	-22,645
Special Educ.	8,234	17,504	+9,270
Reading	6,706	8,721	+2,015
English	16,362	15,138	-1,224
Foreign Language	8,147	5,345	-2,802
Bilingual	316	2,763	+2,447
Mathematics	12,756	13,786	+1,030
Science	12,635	11,514	-1,121
Social Studies	13,951	12,325	-1,626
Art	5,885	5,081	-804
Physical Educ.	9,199	8,999	-200
Music	6,959	6,227	-732
Agriculture	289	363	+74
Business Educ.	5,533	4,957	-576
Home Economic	3,260	2,799	-461
Industrial Arts	4,229	4,093	-136
Trade and Technical	3,064	2,723	-341
TOTAL	189,421	171,589	-17,832

Source: NYSED, Division of Teacher Certification and Bureau of Postsecondary Planning. The Supply and Recruitment of Persons Certified for Public School Service, May 26, 1982.

Table 55

PROFILE OF PROGRAM OFFERINGS BY MAJOR SUBJECT AREA*

MAJOR HEGIS AREAS*

01 Agriculture and Natural Resources
Production of food and management of natural fiber, plant, forest, and wildlife resources.

02 Architecture and Environmental Design
Design of buildings, communities, parks and other manmade aspects of the physiosocial environment.

03 Area Studies
Study of cultures indigenous to specific geographic regions.

04 Biological Sciences
Science of life or living matter in all its forms and phenomena especially with regard to the origin, growth, reproduction and structure of life forms.

05 Business and Management
Organization, operation, administration, and control of private and public organizations.

06 Communications
Collection, preparation, presentation of ideas and information intended for popular consumption through mass media.

07 Computer and Information Sciences
Design, development, and application of computer capabilities to data storage and manipulation and related computational procedures.

08 Education
Administration and control of educational organizations and institutions and subjects related to instruction and services both within and outside of such formal organizations.

09 Engineering
Practical application of basic scientific knowledge to the design, production, and operation of systems intended to facilitate man's control and use of his natural environment.

10 Fine and Applied Arts
Creation and appreciation of the diverse modes of communicating ideas and emotions by means of stylized, visual, and nonvisual representations and symbols.

11 Foreign Languages
Mastery of a language other than English or the study of a foreign culture through exploration of the literature of that culture as expressed in the vernacular language.

12 Health Professions
Maintenance and restoration of physical and mental health.

13 Home Economics
Theory and practice of family and home care including the science of foods, home decoration and management, and child care.

14 Law
Instruction in the legal customs, practices, and rules of society and states for the purpose of pursuing a career in jurisprudence.

15 Letters
English language and literature and value systems related to ancient and modern cultures.

16 Library Science
Instruction in the professional skills required to organize collections of books and related materials and the training necessary to providing services related to them.

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* "HEGIS" indicates the Higher Education General Information Survey code, based on the *Taxonomy of Instructional Programs in Higher Education* (U.S. Office of Education), under which a program is registered by the New York State Education Department.

The matrix on the following pages uses the following codes to indicate the level of program offerings:

U--Undergraduate instruction only
G--Graduate instruction only
B--Both

*As of July 1, 1982

PROFILE OF PROGRAM OFFERINGS BY MAJOR SUBJECT AREA*

17 Mathematics
Science of numbers and space configurations and their operations, measurement, relationships, and abstractions.

18 Military Sciences
Techniques and skills unique to the pursuit of a professional career as a military officer.

19 Physical Sciences
Basic nature of matter, energy, and associated phenomena.

20 Psychology
Behavioral and mental processes.

21 Public Affairs and Services
Development and improvement of competencies in the management and operation of governmental agencies.

22 Social Sciences
All aspects of the past and present activities, conduct, interactions, and organizations of humans.

23 Theology
Preparation and training for a religious vocation.

49 Interdisciplinary Studies
Studies involving more than one major discipline without primary concentration.

50 Business and Commerce Technologies
Commercial, business, or secretarial occupations primarily at the semiprofessional level.

51 Data Processing Technologies
Data processing or related occupations primarily at the semiprofessional level.

52 Health Services and Paramedical Technologies
Health service occupations primarily at the semiprofessional level.

53 Mechanical and Engineering Technologies
Mechanical and engineering related occupations primarily at the semiprofessional level.

54 Natural Science Technologies
Natural science related occupations primarily at the semiprofessional level.

55 Public Service Related Technologies
Public service related occupations primarily at the semiprofessional level.

56 Pre-baccalaureate Liberal Arts Programs

*As of July 1, 1982

MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55	56
PUBLIC-SPECIAL																															
Regents External Degree Program					U							U												U			U				U
STATE UNIVERSITY OF NEW YORK (SUNY)																															
Albany (SUNY at)		G	B	B	B		B	B		B	B	B			B	G	B		B	B	B	B		B						
Binghamton (SUNY at)		U	U	B	B		U	G	U	B	B	B			B		B		B	B		B		B						U
Buffalo (SUNY at)		B	B	B	B	B	B	B	B	B	B	B		G	B	G	B		B	B	G	B		B	U			U			U
Stony Brook (SUNY at)			U	B			B		B	B	B				B		B		B	B	U	B		B						
Buffalo Health Sciences Center (SUNY)				B				B				B							B												
Downstate Medical Center (SUNY)				G								B							G	G							U				
Stony Brook Health Services Center (SUNY)												B									B						U				
Upstate Medical Center (SUNY)				G								B															U				
Brockport (SUC at)			U	B	U	U	U	B		B	U	U			B		B		B	B	B	B		B							U
Buffalo (SUC at)			U	B		U	U	B	U	U	U		B		B		B		B	U	B	B		B							
Cortland (SUC at)				B				B		U	B	U			B		B		B	B	B	B		U							
Empire State College (SUNY)					U			U		U					U					U	U	U		U	U					U	U
Fredonia (SUC at)				B	U		U	B		B	U	U			B		B		B	U		B		B							
Geneseo (SUC at)			U	B	U			B		U	B	B			B	G	B		B	B		B		U							
New Paltz (SUC at)			U	B	U		U	B		B	B	U			B		B		B	B		B		U							
Old Westbury (SUC at)			U	U	U		U	U		U							U		U	U		U									
Oneonta (SUC at)			G	B				B		B	U		B		B		B		B	U		B		U							
Oswego (SUC at)			U	B	U	U	U	B		B	U				B		B		B	B	U	B		U							
Plattsburgh (SUC at)			U	B	U		U	B		U	U	U	B		B		B		B	B		B		B							
Potsdam (SUC at)				B			U	B		B	B	U			B		B		B	U		B		U							
Purchase (SUC at)				U						U					U		U		U	U		U		U							
Environmental Science and Forestry (NYS College of)	B	B		B					B										B										U		
Maritime College (SUNY)					B		U		U										U												

U - Undergraduate instruction only G - Graduate instruction only B - Both

*As of July 1, 1982

PROGRAMS BY INSTITUTION

MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55	56
Optometry (NYS College of)												G																			
Technology at Utica/Rome (NYS College of)			U		U		U	B	U			U									U	U		U						
Agriculture and Life Sciences at Cornell University (NYS College of)	B	B	G	B		B		B	B				G				G		B	G		B								
Ceramics at Alfred University (NYS College of)									B	B																				
Human Ecology at Cornell University NYS College of)	G	B		B				B					B		G				G	G	U	G								
Industrial and Labor Relations at Cornell University (NYS College of)					B	G		G									G			G		G			U					
Veterinary Medicine at Cornell University (NYS College of)				G								G	G																	
Alfred (SUNY Ag. & Tech. College at)																									U	U	U	U	U	U	U
Canton (SUNY Ag. & Tech. College at)																									U	U	U	U	U	U	U
Cobleskill (SUNY Ag. & Tech. College at)																									U	U	U	U	U	U	U
Delhi (SUNY Ag. & Tech. College at)																									U	U	U	U	U	U	U
Farmingdale (SUNY Ag. & Tech. College at)																									U	U	U	U	U		U
Morrisville (SUNY Ag. & Tech. College at)																									U	U	U	U	U	U	U
Adirondack Community College																									U	U	U	U	U	U	U
Broome Community College																									U	U	U	U		U	U
Cayuga County Community College																									U		U			U	U
Clinton Community College																									U	U	U	U	U	U	U
Columbia-Greene Community College																									U	U	U	U	U	U	U
Community College of the Finger Lakes																									U	U	U	U		U	U
Corning Community College																									U	U	U	U	U	U	U
Dutchess Community College																									U	U	U	U	U	U	U
Erie Community College																									U			U			
Fashion Institute of Technology					U					U															U	U	U	U	U	U	U
Fulton-Montgomery Community College																									U	U	U	U		U	U
Genesee Community College																									U	U	U	U		U	U
Herkimer County Community College																															

U - Undergraduate instruction only G - Graduate instruction only B - Both

MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55	56
Hudson Valley Community College																									U	U	U	U	U	U	U
Jamestown Community College																									U	U	U	U	U	U	U
Jefferson Community College																									U	U	U		U	U	U
Mohawk Valley Community College																									U	U	U	U	U	U	U
Monroe Community College																									U	U	U	U	U	U	U
Nassau Community College																									U	U	U	U		U	U
Niagara County Community College																									U	U	U	U	U	U	U
North Country Community College																									U		U			U	U
Onondaga Community College																									U	U	U	U	U	U	U
Orange County Community College																									U	U	U	U		U	U
Rockland Community College																									U	U	U	U	U	U	U
Schenectady County Community College																									U		U	U	U	U	U
Suffolk County Community College																									U	U	U	U	U	U	U
Sullivan County Community College																									U	U	U	U	U	U	U
Tompkins-Cortland Community College																									U	U	U	U	U	U	U
Ulster County Community College																									U	U	U	U	U	U	U
Westchester Community College																									U	U	U	U	U	U	U
THE CITY UNIVERSITY OF NEW YORK (CUNY)																															
Graduate School and University Center, The				G	G			G	G	G	G	G			G		G		G	G	G	G		B						
Bernard M. Baruch College					B		B	B		U	U	G			U		U			B	B	U		U						
Brooklyn College			B	B	U	B	B	B		B	B	B	B		B		B		B	B		B		U						
City College, The		B	U	B		U	B	B	B	B	U	B			B		B		B	B		B		B						
College of Staten Island, The			U	B			U	B	U	B	U	U			B		B		B	U		B		U	U	U	U	U	U	U
Herbert H. Lehman College			U	B	U		U	B		B	B	B	B		B		B		U	U		B		U						
Hunter College			B	B	U	B	U	B		B	B	B	B		B		B		B	B	G	B		U						

U - Undergraduate instruction only G - Graduate instruction only B - Both

MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55	56
John Jay College of Criminal Justice																			B	B	B	U							U	
New York City Technical College																									U	U	U	U	U	U	U
Queens College			B	B	U	B	B	B		B	B	B	B		B	G	B		B	B		B						U			
York College				U	U			U		U	U	U			U		U		U	U	U	U									
Borough of Manhattan Community College																									U	U	U			U	U
Bronx Community College																									U	U	U	U		U	U
Eugenio Maria de Hostos Community College																									U		U			U	U
Fiorello H. La Guardia Community College																									U	U	U		U	U	U
Kingsborough Community College																									U	U	U		U	U	U
Medgar Evers Community College				U	U			U				U								U	U				U	U	U			U	U
Queensborough Community College																									U	U	U	U	U		U
INDEPENDENT																															
Academy of Aeronautics																												U			
Adelphi University			U	B	B	U	U	B		B	B	B			B		B		B	B	B	B		U					U	U
Albany College of Pharmacy												U																			
Albany Law School, The														G																	
Albany Medical College				G								G															U				
Alfred University				B	U		U	B		U	U	U			B		B		B	U	B	B		U							
American Academy of Dramatic Arts																									U						
American Academy McAllister Institute																											U				
Bank Street College of Education, The								G																							
Bard College										B					U							U		U							
Barnard College	U		U	U				U		U	U				U		U		U	U		U		U							
Beth Israel Medical Center School of Nursing																											U				
Boricua College					U			U													U										U
Bramson ORT																									U	U	U	U			
Brooklyn Law School														G																	

U - Undergraduate instruction only G - Graduate instruction only B - Both

MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55	56
Canisius College of Buffalo, New York, The				B	B		U	B		U	B	U			B		B		B	U		B		U			U				U
Cathedral College of the Immaculate Conception															U					U		U									
Cazenovia College																									U		U			U	U
Christ The King Seminary																							G								
Clarkson College of Technology				U	B	U	B		B						U		B		B	U		U		B							
Cochran School of Nursing																										U					
Colgate Rochester-Bexley Hall-Crozer Divinity School															G								G								
Colgate University			B	B	U		U	G		U	B				B		B		B	B		B		B							
College for Human Services, The																					U									U	
College of Insurance, The					B												U								U						
College of Mount Saint Vincent			U	U		U	U	U		U	U	U			U		U		U	U		U		U	U					U	U
College of New Rochelle, The				U	U	B		B		B	U	U			B		U		U	U	U	B		U							
College of Saint Rose, The			U	B	B	U		B		B	U	U			B		U		U			B		B							
Columbia Memorial Hospital School of Nursing																											U				
Columbia University		B	B	B	G	G		G	B	B	B	B		G	B	G	B		B	B	G	B		B	U						U
Concordia College				B				U		U					U		U				U	U		U	U		U				U
Cooper Union for the Advancement of Science and Art, The		U							B	U															U						
Cornell University	B	B	B	B	B		B	G	B	B	B	G	B	G	B		B		B	B	G	B		U			U				
Culinary Institute of America																													U		
Daemen College				U	U		U	U		U	U	U			U		U			U	U	U		U	U	U	U				U
Dominican College of Blauvelt					U		U	U			U	U			U		U			U	U	U								U	U
Dowling College			U	U	B			B	U	U	U				U		U		U	U		U		U							
D'Youville College				U	U			U			U	U			U		U		U	U		U		U						U	
Edna McConnell Clark School of Nursing																											U				
Elizabeth Seton College																									U		U	U			U
Elmira College, The			U	B	U		U	B		U	U	U			B		B		U	U	U	B		U	U	U	U	U		U	U

PROGRAMS BY INSTITUTION

U - Undergraduate instruction only G - Graduate instruction only B - Both.

MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55	56
Fordham University			B	B	B	B	U	B		U	B			G	B		B		B	B	B	B		U		U					
Friends World College																								U							
Gen. Theological Seminary of the Protestant Episcopal Church in the United States, The															G								G								
Hamilton College			U	U						U	U				U		U		U	U		U		U							
Hartwick College				U	U			U		U	U	U			U		U		U	U		U		U							
Hebrew Union College-Jewish Institute of Religion																							B								
Helene Fuld School of Nursing of Joint Diseases																											U				
Hilbert College																									U			U		U	U
Hobart and William Smith Colleges			U	U				U		U	U				U		U		U	U		U		U							
Hofstra University	U		U	B	B	U	U	B	U	B	B	B		G	B		B		B	B	G	B		B	U					U	
Holy Trinity Orthodox Seminary																							U								
Houghton College				U	U	U		U		U	U				U		U		U	U		U	U	U						U	U
Institute for Advanced Studies in the Humanities			G																			G									
Institute of Design and Construction																												U			
Iona College				B	B	B	B	B			B	B			B		B		U	B	B	B		U	U	U	U			U	
Ithaca College				U	U	B	U	B		B	U	B			U		U		U	U	U	U		U							
Jewish Theological Seminary of America, The										B					G							B	B								
Juilliard School, The										B																					U
Keuka College				U	U			U		U		U			U		U			U	U	U		U							
King's College, The				U	U			U		U	U	U			U		U		U	U		U									U
Le Moyne College				U	U		U	U			U				U		U		U	U		U									
Long Island College Hospital School of Nursing, The																											U				

U - Undergraduate instruction only G - Graduate instruction only B - Both

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PROGRAMS BY INSTITUTION

MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55	56
Long Island University				B	B	U	U	B		B	B	B			B	G	B		B	B	B	B		B	U		U				U
Manhattan College			U	U	B	U	U	B	B	U	U	U			B		U		U	U		B		U	U		U				
Manhattan School of Music								G		B																					U
Manhattanville College			U	B			U	B		U	U				B		B		B	U		B	U	G						
Mannes College of Music, The										B																					U
Maria College of Albany																									U		U			U	U
Maria Regina College																									U		U			U	U
Marist College			U	U	B	U	U			U	U	U			U		U		U	B	B	U			U						
Maryknoll School of Theology																						G									
Marymount College			U	U	U			U		U	U		U		U		U		U	U	U	U		U	U						
Marymount Manhattan College				U	U			U		U	U	U	U		U		U		U	U		U		U	U	U	U			U	U
Mater Dei College																											U			U	U
Medaille College					U	U		U													U	U		U						U	U
Mercy College	U			U	U	U	U	U		U	B	U			U		U			U	U	U		U	U	U	U			U	U
Molloy College				U	U			U		U	U	U			U		U			U	U	U								U	U
Mount Saint Alphonsus Seminary of Esopus, New York																						G									
Mount Saint Mary College				U	U	U		U				U			U		U		U	U		U		U							
Mount Sinai School of Medicine												G																			
Nazareth College of Rochester			U	U	U			B		U	U	B			U		U		U	U	U	U									
New School for Social Research					G	G						B			G					G	B	B		B	U						
New York Chiropractic College												G																			
New York College of Podiatric Medicine												G																			
New York Institute of Technology		U		U	B	B	B	U	U	U		B					U		U			B		U	U	U		U	U		U
New York Law School														G																	

PROGRAMS BY INSTITUTION

U - Undergraduate instruction only G - Graduate instruction only B - Both

MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55	56
New York Medical College				G								G															U				
New York School of Interior Design		U																							U						
New York Theological Seminary																							G							U	
New York University		G	B	B	B	B	B	B		B	B	B	B	G	B		B		B	B	B	B	G	B	U	U	U		U	U	U
Niagara University			G	B	B		U	B			U	U			B		U		U	U	U	B		U	U	U					U
Nyack College								U		U					U					U		U	B							U	U
Pace University				U	B	U	B	B		U	U	B		G	U		U		U	B	B	B		U	U	U	U		U	U	U
Parsons School of Design		U								B															U						
Paul Smith's College of Arts and Sciences																									U			U	U	U	U
Polytechnic Institute of New York				U	G		B		B								B		B			B		U							
Pratt Institute		B		U	U	B	B	B	U	B			U			G	U		U						U			U		U	
Rabbi Isaac Elchanan Theological Seminary																							G							U	
Rensselaer Polytechnic Institute		B		B	B	B	B		B		U				B		B		B	B		B		B							
Roberts Wesleyan College				U	U			U		U		U			U		U		U	U	U	U		U	U						U
Rochester Institute of Technology		U	U	U	B	B	B	G	B	B	U	B	U		U		B		B	U	B	U		U	U	U	U	U	U	U	U
Rockefeller University, The				G								G					G		G	G				G							
Russell Sage College				U	B			B		U	U	B			U		U		U	B	B	U		U	U		U			U	U
St. Anthony-on-Hudson																							G								
St. Bernard's Seminary																							G								
St. Bonaventure University				B	B	U	U	B			B	B			B		B		B	B	G	B	B	U							
St. Francis College				U	U	U		U			U	U			U		U		U	U		U		U	U	U	U			U	U
St. John Fisher College				U	U	U	U	U			U				U		U		U	U		U		U							
St. John's University, New York			B	B	B	U	U	B		U	B	B		G	B	G	B		B	B	B	B	G		U	U				U	U
St. Joseph's College, New York				U	U			U			U	U	U		U		U		U	U	U	U		U							

U - Undergraduate instruction only G - Graduate instruction only B - Both

MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55	56
St. Joseph's Seminary and College																							G								
St. Lawrence University				U				B		U	U				U		U		U	U		U		U						
St. Thomas Aquinas College					U	U		U		U	U	U			U		U			U	U	U		U	U		U			U
St. Vladimir's Orthodox Theological Seminary																							G								
Sarah Lawrence College				G						G			G		G							G		B						
Seminary of the Immaculate Conception of the Diocese of Rockville Centre																							G								
Siena College			U	U	U		U				U				U		U		U	U		U			U					
Skidmore College			U	U	U			U		U	U	U			U		U		U	U	U	U		U						
Syracuse University		B	U	B	B	B	B	B	B	B	B	B	B	G	B	B	B		B	B	B	B		B	U	U	U	U		U	U
Teachers College			G	G			G	G		G	G	G	G		G		G		G	G	G	G		G							
Touro College			B	U	U			U			U	U		G	U		U		U	U		U		U	U	U	U			U	U
Trocaire College																									U		U			U	U
Union College			B	B	B		B		B	U	U	G			U		B		B	U		U		B							
Union Theological Seminary																							G								
University of Rochester				B	B		G	B	B	B	B	B			B		B		B	B	G	P		B							
Vassar College			U	B				U		B	B				U		U		B	B		U		U							
Villa Maria College of Buffalo, New York																									U				U	U	U
Wadhams Hall															U																
Wagner College				B	B		U	B		U	U	B			B		U		B	U		B			U						
Webb Institute of Naval Architecture									U																						
Wells College			U	U				U		U	U				U		U		U	U		U		U							
Yeshiva University				B	U		U	B		U	B	B		G	B		B		B	B	G	B		U							U
PROPRIETARY																															
Albany Business College																									U	U					
Berkley School of Nassau, Inc., The																									U						
Berkley School of New York City, Inc., The																									U						

U - Undergraduate instruction only G - Graduate instruction only B - Both

PROGRAMS BY INSTITUTION

MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55	56
Berkeley School, The																									U						
Briarcliffe Secretarial School																									U						
Bryant and Stratton Business Institute (Buffalo)																									U	U					
Bryant and Stratton Business Institute (Rochester)																									U	U					
Bryant and Stratton Powelson Business Institute																									U						
Central City Business Institute																									U						
Five Towns College																									U						U
Interboro Institute																									U		U				
Jamestown Business College																									U						
Katharine Gibbs School (Melville)																									U						
Katharine Gibbs School (New York City)																									U						
Laboratory Institute of Merchandising																									U						
Monroe Business Institute																									U	U					
Olean Business Institute																									U						
Powelson Business Institute																									U	U					
Rochester Business Institute																									U	U					
School of Visual Arts						U		U		U																					
Stenotype Academy																									U						
Stenotype Institute																									U						
Taylor Business Institute																									U						
Technical Career Institutes																												U			
Tobe-Coburn School for Fashion Careers																									U						
Utica School of Commerce																									U						
Westchester Business Institute																									U	U					
Wood School, The																									U						

U - Undergraduate instruction only G - Graduate instruction only B - Both

Table 56

STUDENT AID AVAILABLE IN NEW YORK STATE FROM MAJOR STATE AND FEDERAL PROGRAMS

(excludes minor State and Federally operated programs,
SUNY tuition waivers, and institutional student aid)

Program	Amounts (in millions) and Percent[1] 1979-80		1980-81		1981-82	
State						
Tuition Assistance Program[7]	$ 240.8	17.8%	$ 246.1	15.8%	$ 276.8[6]	14.9%
Regents Scholarships	18.1	1.3	17.8	1.1	17.5	0.9
State Supplemental Loans	33.0	2.4	41.0	2.6	26.2	1.4
Total	$ 291.9	21.5%	$ 304.9	19.5%	$ 320.5	17.3%
Federal						
Pell Grants	$ 316.0	23.4%	$ 312.0	19.9%	$ 304.0	16.4%
Supplemental Educational Opportunity Grants	25.5	1.9	30.0	1.9	28.7	1.5
State Student Incentive Grants[2]	7.3	0.5	6.6	0.4	6.6	0.4
Guaranteed Student Loans[3]	629.9	46.8	833.2	53.2	1,136.6[8]	61.3
National Direct Student Loans[4]	31.6	2.3	26.3	1.7	15.0	0.8
College Work Study[5]	48.0	3.6	52.3	3.4	43.0	2.3
Total	$1,058.3	78.5%	$1,260.4	80.5%	$1,533.9	82.7%
GRAND TOTAL	$1,350.2	100.0%	$1,565.3	100.0%	$1,854.4	100.0%

[1] Detail may not add to 100, due to rounding.
[2] This program supplements the State expenditure for the Tuition Assistance Program.
[3] The amount represents the loan capital, money made available by private lenders as a result of government guarantees and subsidies.
[4] The amount represents Federal capital only. Institutions have additional loan capital consisting of institutional matching funds, repayments of previous loans and cash on hand.
[5] The amount represents only the Federal contribution. Institutions provide at least a minimum contribution of 20 percent from the institution and, in some cases, off-campus, non-profit employers.
[6] Includes $9.4 million for the Supplemental Tuition Assistance Program.
[7] Excludes SSIG component displayed under "Federal."
[8] Includes $9.0 million in PLUS and $4.3 million in ALAS programs.

Source: NYSED, Office of Finance and Facilities, 1982.

Table 57

State and Federal Student Aid Expenditures
in New York State
Major Programs, 1981-82 and 1982-83

Program	Amount (estimated in millions)		Percent Change in Amount
State	1981-82	1982-83	
Tuition Assistance Programs	$ 276.8	$ 300.4	+9.0
Regents Scholarships	17.5	17.7	1.1
State Supplemental Loans	26.2	3.5	-86.6
Total	$ 320.5	$ 321.6	.3
Federal			
Pell Grants	$ 304.0	$ 300.0	-1.3
Supplemental Educational Opportunity Grants	28.7	27.4	-4.5
State Student Incentive Grants[2]	6.6	6.4	-3.0
Guaranteed Student Loans[3]	1136.6	1,079.0	-5.1
National Direct Student Loans[4]	15.0	16.4	+.9
College Work Study[5]	43.0	42.5	-1.2
Total	$1,533.9	$1,471.7	-4.1
Grand Total	$1,854.4	$1,793.3	-3.3

[1]The totals include Supplemental Tuition Assistance Program awards.

[2]This Program supplements the State expenditures for the Tuition Assistance Program.

[3]The amount represents the loan capital, money made available by private lenders as a result of government guarantees and subsidies. It includes ALAS and PLUS loans.

[4]The amount represents Federal capital only. Institutions have additional loan capital consisting of institutional matching funds, repayments of previous loans and cash on hand.

[5]The amount represents only the Federal contribution. Institutions provide at least a minimum contribution of 20 percent from the institution and, in some cases, off-campus non-profit employers.

Table 58

Types of Student Aid and Number of Awards

	Number of New Awards 1981-82	Amount of Annual Award	Term of Award (In Years)
Noncompetitive Awards			
Tuition Assistance Program Awards[1]	315,164	$ 100-2200	4 to 8
Child-of-Veteran Awards	1,829	450	4 or 5[3]
	316,993		
Scholarships for High School Seniors			
Regents College Scholarships	25,600	$ 250	4 or 5[3]
Basic Nursing Scholarships	800	250	4 or 5[3]
Cornell University Scholarships	60	100-1000[2]	4
	26,460		
Other Scholarships and Fellowships			
Medical-Dental Scholarships	130	$ 350-4000	4
Lehman Fellowships	30	4000-5000	4
Optometry Scholarships	5	350-1000	4
Veterinary Scholarships	10		
	175		
The student loan program, 1981-81[4]	496,000	$ 2,500-5,000	

[1] Data reported in Higher Education Services Corporation, 1983-84 preliminary budget request and includes about 24,000 recipients of Supplemental Tuition Assistance awards.

[2] Awards are administered and funded by Cornell University and provide for tuition reduction.

[3] Awards may be held for five years if the academic program requires more than four years for completion.

[4] The number includes approximately 5,560 ALAS and PLUS loans and 11,780 SSLPHPS loans.

Table 59
Payments and Aid Recipients
1980-81 and 1981-82[1]

	Students		Amount (in millions)		Percent Change in Amount
	1980-81	1981-82	1980-81	1981-82	
Tuition Assistance Program Awards	309,570	315,164	$ 252.7	$ 283.4[2]	+12.1
Regents Scholarships, Fellowships and Child of Veteran Awards	72,265	71,760	17.8	17.5	-1.7
Student Loans	413,307	496,051	875.7	1,162.8[3]	+32.8
Total	795,142[4]	882,975[4]	$ 1,146.2	$1,463.7	+27.7

[1] Data reported in Higher Education Services Corporation preliminary budget request for 1983-84.

[2] The total for 1981-82 awards includes $6.6 million from the Federal State Student Incentive Program and $9.4 million in Supplemental Tuition Assistance Program awards to 23,974 students.

[3] The total includes $26.2 million in State Guaranteed Loans.

[4] Total contains duplicated numbers of recipients (students who are receiving assistance from more than one program).

Table 60
Estimated Distribution of Federal Student Aid Funds in New York
By Program, 1980-81 and 1981-82*

Program	1980-81 Amount (in millions)	1980-81 Estimated No. of Recipients	1981-82 Amount (in millions)	1981-82 Estimated No. of Recipients
Pell Grants	$312.0	313,270	$304.0	301,260
Supplemental Educational Opportunity Grants	30.0	54,500	28.7	44,000
National Direct Student Loans	26.3	74,800	15.0	69,930
College Work Study	52.3	101,560	43.0	69,630
Total	$420.6		$390.7	

*Data from Bureau of Student Financial Assistance, United States Department of Education. Numbers and amounts under the programs for 1981-82 are based on preliminary estimates Actual disbursements, which are not available, will produce adjustments for the figures in the table. Institutional contributions are not included in the amounts for the National Direct Student Loan and College Work Study Program. Also, National Direct Student Loan figures do not include cash on hand or funds from repayments which are available for relending.

Table 61
Number of TAP Recipients by Sector and Level
1980-81 and 1981-82

	1980-81		1981-82[1]		
	Number	Percent of Total	Number	Percent of Total	Percent Change in Number from '80-'81
Undergraduate	292,792	100.0[2]	300,192	100.0	+ 2.5
State University	103,158	35.2	108,902	36.3	+5.6
State-operated	60,467	20.6	63,639	21.2	+5.2
Community Colleges	42,691	14.6	45,263	15.1	+6.0
City University	76,925	26.3	73,693	24.5	- 4.2
Senior Colleges	49,574	16.9	46,641	15.5	- 5.9
Community Colleges	27,351	9.3	27,052	9.0	- 1.1
Independent Colleges	91,119	31.1	91,592	30.5	+ .5
Other Schools[3]	21,590	7.4	26,005	9.7	+20.4
Graduate	16,778	100.0	14,972	100.0	-10.8
State University	5,158	30.7	4,836	32.3	- 6.2
City University	1,373	8.2	1,205	8.0	-12.2
Independent Colleges	10,247	61.1	8,931	59.7	-12.8
TOTAL	309,570		315,164		+ 1.8

[1]Estimated number of TAP recipients reported as annual average number of recipients in the Higher Education Services Corporation preliminary budget request for 1983-84.

[2]Detail may not add to total due to rounding.

[3]Includes hospital schools, degree-granting proprietary institutions, and registered non-degree business schools with curricula of two years duration.

Table 62

TAP Payments by Sector
1980-81 and 1981-82

	1980-81		1981-82[1]	
	Amount (in millions)[2]	Percent of Total[2]	Amount (in millions)[2]	Percent of Total[2]
Undergraduate	$246.2	100.0	$277.5	100.0
State University	53.3	21.6	64.2	23.1
State-operated	32.1	13.0	39.7	14.3
Community Colleges	21.3	8.6	24.5	8.8
City University	50.1	20.3	47.1	17.0
Senior Colleges	31.8	12.9	29.4	10.6
Community Colleges	18.3	7.4	17.7	6.4
Independent Colleges	114.5	46.6	122.0	44.0
Other Schools[3]	28.3	11.5	44.2	15.9
Graduate	$ 6.4	100.0	$ 5.9	100.0
State University	2.0	31.3	2.0	33.9
City University	.5	7.8	.5	8.5
Independent Colleges	3.9	60.9	3.4	57.6
TOTAL	$252.6		$283.4	

[1]Estimated amounts reported in the Higher Education Services Corporation 1983-84 preliminary budget request.

[2]Detail may not add to total due to rounding.

[3]Includes hospital schools, degree-granting proprietary institutions, and registered non-degree business schools with curricula of two years duration.

Table 63

Average TAP Awards By Sector and Level of Study

	Average Amounts[1] 1980-81	1981-82	Percent Increase
Undergraduate	$ 841	$ 924	9.9
State University	517	590	14.1
State-operated	530	624	17.7
Community Colleges	498	541	8.6
City University	651	639	- 1.8
Senior Colleges	641	631	-1.6
Community Colleges	669	652	- 2.5
Independent Colleges	1,257	1,332	5.9
Other Schools[2]	1,312	1,701	29.6
Graduate	$ 382	$ 396	3.7
State University	387	407	5.2
City University	385	435	13.0
Independent Colleges	379	384	1.3

[1] Derived from Higher Education Services Corporation 1983-84 preliminary budget request.

[2] Includes hospital schools, degree-granting proprietary institutions, and registered business schools with two-year curricula.

Table 64

Utilization Rates for TAP Recipients by Level of Enrollment and Type of Institution[1]
1980-81 and 1981-82

	1980-81 Enrollment (Full-time)	TAP Recip. as % of Enrollment	1981-82 Enrollment (Full-time)	TAP Recip. as % of Enrollment	Percent change in Enrollment
Undergraduate	542,916	50.0	549,268	49.9	+1.2
State University	222,109	46.4	225,861	48.2	+1.7
State-operated	132,484	45.6	133,159	47.8	+ .5
Community Colleges	89,625	47.6	92,702	48.8	+3.4
City University	103,166	74.6	101,444	72.6	-1.7
Senior Colleges	72,418	68.5	70,520	66.1	-2.6
Community Colleges	30,748	89.0	30,924	87.5	+ .6
Independent Colleges	217,641	41.9	221,963	41.3	+2.0
Graduate	68,375	24.5	69,127	21.7	+1.1
State University	15,443	33.4	15,528	31.1	+ .6
City University	4,522	30.4	4,743	25.4	+4.9
Independent Colleges	48,410	21.2	48,856	18.3	+ .9

[1] Enrollments reported by the State Education Department for Fall 1980 and Fall 1981.

Table 65

Utilization Rates for TAP Recipients by Level of Enrollment, State Residence and Type of Institution[1] 1981-82

	1981-82 Enrollment Full-Time	1981-82 Enrollment Full-Time State Residents	TAP Recip.	TAP Recip. as % of Enrollment Full-Time State Residents[2]	
Undergraduate	549,268	478,905	274,187	57.3	(60.2)
State University	225,861	217,168	108,902	50.1	(51.1)
City University	101,444	97,646	73,693	75.5	(79.4)
Independent Colleges	221,963	164,101	91,592	55.8	(58.7)
Graduate	69,127	46,088	14,972	32.5	(35.7)
State University	15,528	11,527	4,836	42.0	(47.5)
City University	4,743	3,867	1,205	31.2	(39.5)
Independent Colleges	48,856	30,694	8,931	29.1	(31.4)

[1] Enrollments reported by the State Education Department.

[2] Percentages in brackets are for 1979-80.

Table 66
Illustrative Tuition Assistance Program (TAP) Annual Awards
Schedule X
1982-83

Net Taxable Balance*	Independent College Tuition= $2,200 or more	SUNY Tuition= $1,075	CUNY Tuition= $1,075
$0- 4,000	$2,200	$1,075	1,075
6,000	2,060	935	935
9,000	1,840	715	715
12,000	1,570	445	445
15,000	1,270	250	250
20,000	820	250	250
25,000	250	250	250

*Net taxable balance is the gross income less all allowable exemptions and deductions for State income tax purposes. For the typical two-child family, a net taxable balance of $4,000, for example, is approximately comparable to a gross income of about $8,900 with standard tax deductions.

Table 67
Illustrative Tuition Assistance Program (TAP) Annual Awards
Schedules B and C
1982-83

Net Taxable Balance	Independent College Schedule B	Independent College Schedule C	SUNY Schedule B	SUNY Schedule C	CUNY Schedule B	CUNY Schedule C
$ 2,000	$600	$1,800	$600	$1,075	$600	$1,075
2,750	550	1,800	550	1,075	550	1,075
6,000	333	1,595	333	870	333	870
9,000	133	1,375	133	650	133	650
12,000	100	1,115	100	390	100	390
15,000	100	795	100	250	100	250
20,000	100	250	100	250	100	250
25,000	0	250	0	250	0	250

Table 68
Illustrative Tuition Assistance Program (TAP)
Annual Awards for Single, Financially Independent Students
1982-83

Net Taxable Balance	Independent College Schedule D	Independent College Schedule E	SUNY Schedule D	SUNY Schedule E	CUNY Schedule D	CUNY Schedule E
$ 0- 1,000	$600	$1,800	$600	$1,075	$600	$1,075
2,000	350	1,500	350	775	350	725
3,000	100	1,300	100	475	100	475
5,000	100	600	100	200	100	200
5,677 & over	0	0	0	0	0	0

Table 69

GUARANTEED STUDENT LOAN VOLUME
BY SECTOR
1980-81

	Loan Volume (in millions)[1]	Percent of Loan Volume	Percent of Full-time Borrowers
Undergraduate	$410.0	100.0	100.0
State University	171.1	41.7	46.8
State-operated	123.9	30.2	32.5
Community Colleges	47.2	11.5	14.3
City University	35.3	8.6	9.9
Senior Colleges	25.1	6.1	6.9
Community Colleges	10.2	2.5	3.0
Independent Colleges	203.6	49.7	43.3
Graduate	$193.5	100.0	100.0
State University	33.2	17.2	23.1
City University	9.4	4.9	5.0
Independent Colleges	150.9	77.9	71.9
TOTAL	$803.5		

[1] Loan volume includes loans for 30,813 part-time students, about 11 percent of all borrowers. The amounts of loans for these students are not available.

Source: NYSED, Office of Finance and Facilities, 1982.

Table 70

UTILIZATION RATES FOR GSL BORROWERS BY
LEVEL OF ENROLLMENTS AND TYPE OF INSTITUTION

1980-81

	1980-81 Full-time Enrollment	Number of Full-time Borrowers	Borrowers as % of Enrollment
Undergraduate	542,916	208,264	38.4
State University	222,109	97,529	43.9
State-operated	132,484	67,636	51.1
Community Colleges	89,625	29,893	33.4
City University	103,166	20,637	20.0
Senior Colleges	72,418	14,414	19.9
Community Colleges	30,748	6,223	20.2
Independent Colleges	217,641	90,098	41.4
Graduate	68,375	41,502	60.7
State University	15,443	9,594	62.1
City University	4,522	2,076	45.9
Independent Colleges	48,410	29,832	61.6

Source: NYSED, Office of Finance and Facilities, 1982.

Table 71

Sources of Student Financial Aid Distributed to Undergraduate Students
In New York State By Sector 1980-81

(Amount and Number of Recipients)

Sources of Student Financial Aid	SUNY		CUNY		Independent		Proprietary		All Sectors	
	Amount	Number	Amount	Number	Amount	Number	Amount	Number	Amount	Number
A. GRANTS										
Institutional	$ 7,103,493	9,698	$ 6,347,000	--	$110,037,051	61,652	$ 496,640	195	$ 123,984,184	71,545
From unrestricted funds	1,522,682	682	--	--	89,239,759	47,613	3,690	12	90,766,131	48,307
From endowed funds	394,777	1,158	1,690,000	--	13,468,043	9,289	--	--	15,552,820	10,447
Tuition and fee remissions	732,371	1,675	--	--	4,349,410	2,735	43,040	47	5,124,821	4,457
Tuition and fee exemptions	156,261	319	--	--	343,563	641	448,410	133	948,234	1,093
Funded tuition waivers	1,427,005	3,137	4,657,000	--	734,000	--	--	--	6,818,005	3,137
Other institutional grants	2,870,397	2,727	--	--	1,902,276	1,374	1,500	3	4,774,173	4,104
Private	2,312,976	5,102	569,000	--	16,611,995	6,549	156,901	180	19,650,872	11,831
NYS										
TAP	53,486,184	111,968	50,031,828	86,920	115,278,550	95,091	15,355,245	12,667	234,151,807	306,646
Regents Scholarship	6,884,111	27,578	1,074,381	4,350	8,340,312	33,868	68,170	249	16,366,974	66,045
Opportunity Programs	5,899,113	12,523	4,248,581	11,214	4,130,158	6,490	7,427	45	14,285,279	30,272
Other NYS Grants	139,343	150	1,558	2	87,780	89	10,083	10	238,764	251
PELL	85,940,816	96,522	79,123,984	88,041	93,823,586	85,603	9,820,040	10,012	268,508,426	280,178
SEOG	6,406,558	13,894	5,672,889	13,182	16,841,241	24,444	866,888	1,229	29,786,776	52,749
Other governmental grants	2,596,336	2,846	2,254,000	--	6,961,176	3,066	584,272	405	12,395,784	6,317
Subtotal Grants	$170,768,930		$149,323,221	--	$371,911,849		$27,364,866		$ 719,368,866	
B. LOANS										
NDSL	12,997,289	18,722	4,724,045	7,812	26,847,572	20,788	159,139	381	44,727,945	56,883
GSL										
Administered by NYS	170,245,882	101,163	35,273,748	24,023	206,066,750	108,953	16,038,923	8,951	427,623,303	243,090
Administered by Other States	3,845,333	1,826	--	--	39,272,801	18,063	1,630,238	751	44,748,372	20,640
Institutional	84,948	827	--	--	1,231,764	1,372	--	--	1,316,712	2,199
Other Loans	773,547	830	386,431	486	2,049,961	1,886	--	--	3,209,939	3,202
Subtotal Loans	$187,945,999		$ 40,384,224		$275,468,848		$17,826,280		$ 521,626,271	
C. STUDENT ASSISTANTSHIPS	$ 2,805,601	4,422	--	--	$ 1,423,188	1,105	$ 68,785	122	$ 4,297,575	5,649
D. WAGES PAID TO STUDENTS										
Institutional	5,834,924	10,330	--	--	14,783,171	13,602	31,060	40	20,649,155	23,972
From unrestricted funds	4,567,176	7,549	--	--	12,741,114	13,010	31,060	40	17,339,350	20,599
From restricted funds	1,267,748	2,781	--	--	2,042,057	592	--	--	3,309,807	3,373
College Work Study	12,736,003	19,796	10,324,730	12,319	26,738,845	31,416	288,847	359	50,088,427	63,890
Federal	10,203,877		8,259,782		18,710,034		221,851		37,394,744	
Institutional	2,532,126		2,064,948		8,028,811		67,796		12,693,681	
Subtotal Wages	$ 18,570,927		$ 10,324,730		$ 41,522,016		$ 319,907		$ 70,737,580	
E. OTHER STUDENT AID	$ 171,490	562	--	--	$ 2,079,585	1,505	$ 24,435	55	$ 2,275,490	2,122
F. TOTAL STUDENT AID	$380,263,948		$200,032,175		$692,405,486		$45,604,193		$1,318,305,782	

Table 72

Sources of Student Financial Aid Distributed to Graduate Students
In New York State By Sector 1980-81

(Amount and Number of Recipients)

Sources of Student Financial Aid	SUNY		CUNY		Independent		All Sectors	
	Amount	Number	Amount	Number	Amount	Number	Amount	Number
A. GRANTS								
Institutional	$ 9,322,120	13,119	$ 377,000	--	$ 39,687,533	12,756	$ 49,386,653	25,741
From unrestricted funds	361,500	118	--	--	18,252,020	6,962	18,613,520	7,080
From endowed funds	32,980	78	--	--	5,347,586	1,954	5,380,566	2,030
Tuition and fee remissions	13,867	35	--	--	8,663,291	3,712	8,676,958	3,747
Tuition and fee exemptions	105,361	145	--	--	52,468	78	157,829	223
Funded tuition waivers	8,093,872	12,316	377,000	--	7,343,568	--	15,714,440	12,316
Other institutional grants	714,740	429	--	--	128,600	50	843,340	479
Private	330,505	318	139,000	--	3,970,564	1,300	4,440,069	1,618
NYS								
TAP	1,974,366	5,343	523,846	1,554	3,828,940	9,238	6,327,152	16,135
Regents Scholarship	313,197	162	33,350	8	757,708	338	1,104,255	508
Other governmental grants	1,352,057	220	--	--	6,614,254	1,955	7,966,311	2,175
Subtotal Grants	$13,292,245		$ 1,073,196		$ 54,858,999		$ 69,224,440	
B. LOANS								
NDSL	$ 1,826,775	1,288	$ 1,277,943	1,026	$ 10,421,330	5,894	$ 13,526,048	8,006
GSL								
Administered by NYS	33,181,254	10,359	9,452,462	3,857	141,627,793	41,056	184,261,509	55,272
Administered by other states	599,397	167	--	--	19,982,748	4,233	20,582,145	4,400
Institutional	50,519	141	--	--	2,746,897	1,627	2,797,416	1,768
Other loans	1,279,217	687	--	--	3,540,718	1,633	4,819,935	2,320
Subtotal Loans	$36,937,162		$10,730,405		$178,319,486		$225,987,053	
C. STUDENT ASSISTANTSHIPS	$18,360,988	5,613	--	--	$ 14,617,872	3,846	$ 32,978,858	9,459
D. WAGES PAID TO STUDENTS								
Institutional	$ 183,204	218	--	--	$ 9,416,715	480	$ 9,599,919	698
From unrestricted funds	113,234	194	--	--	5,136,363	416	5,249,597	610
From restricted funds	69,970	24	--	--	4,280,352	64	4,350,322	88
College Work Study	1,095,883	1,241	628,098	379	5,899,236	3,344	7,623,217	4,964
Federal	872,760		502,478		4,486,166		5,861,404	
Institutional	223,123		125,620		1,413,070		1,761,813	
Subtotal Wages	$ 1,279,087		$ 628,098		$ 15,315,951		$ 17,223,136	
E. OTHER STUDENT AID	--	--	--	--	$ 7,848	6	$ 7,848	6
F. TOTAL STUDENT AID	$69,869,480		$12,431,699	--	$263,120,156	7,276	$345,421,335	

SOURCE: NYSED, Postsecondary Research and Information Systems

Table 73
Sources of Financial Aid As a Proportion of Total Student Aid
Distributed to Undergraduate Students in New York State By Sector 1980-81

	(Percent)				
	SUNY	CUNY	Independent	Proprietary	All Sectors
Sources of Student Financial Aid					
A. GRANTS					
Institutional	1.9	3.2	15.9	1.1	9.4
From unrestricted funds	0.4	--	12.9	**	6.9
From endowed funds	0.1	0.8	1.9	--	1.2
Tuition & fee remissions	0.2	--	0.6	0.1	0.4
Tuition & fee exemptions	**	--	**	1.0	0.1
Funded tuition waivers	0.4	2.3	0.1	--	0.5
Other institutional grants	0.8	--	0.3	**	0.4
Private	0.6	0.3	2.4	0.3	1.5
NYS					
TAP	14.1	25.0	16.6	33.7	17.7
Regents Scholarship	1.8	0.5	1.2	0.1	1.2
Opportunity Programs	1.6	2.1	0.6	**	1.1
Other NYS grants	**	**	**	**	**
PELL	22.6	39.6	13.5	21.5	20.3
SEOG	1.7	2.8	2.4	1.9	2.3
Other governmental grants	0.7	1.1	1.0	1.3	0.9
All Grants	44.9	74.6	53.7	60.0	54.5
B. LOANS					
NDSL	3.4	2.4	3.9	0.3	3.4
GSL					
Administered by NYS	44.8	17.6	29.8	35.2	32.4
Administered by other states	1.0	--	5.7	3.6	3.4
Institutional	**	--	0.2	--	0.1
Other loans	0.2	0.2	0.2	--	0.2
All Loans	49.4	19.3	39.8	39.1	39.6
C. STUDENT ASSISTANTSHIPS	0.7	--	0.2	0.2	0.3
D. WAGES PAID TO STUDENTS					
Institutional	1.5	--	2.1	0.1	1.6
From unrestricted funds	1.2	--	1.8	0.1	1.3
From restricted funds	0.3	--	0.3	--	0.3
College Work Study	3.4	5.1	3.9	0.6	3.8
Federal	2.7	4.1	2.7	0.5	2.8
Institutional	0.7	1.0	1.2	0.1	1.0
All Wages	4.9	5.2	6.0	0.7	5.4
E. OTHER STUDENT AID	**	--	0.3	0.1	0.2
F. TOTAL STUDENT AID	100.0	100.0	100.0	100.0	100.0

NOTE: Due to rounding, certain subtotals may be greater than or less than the sum of its subparts.
**Represents less than .05 percent

Source: NYSED, Postsecondary Research and Information Systems

Table 74
Sources of Financial Aid As a Proportion of Total Student Aid
Distributed to Graduate Students in New York State By Sector 1980-81

	(Percent)			
	SUNY	CUNY	Independent	All Sectors
Sources of Student Financial Aid				
A. GRANTS				
Institutional	13.3	3.0	15.1	14.3
From unrestricted funds	0.5	--	6.9	5.4
From endowed funds	**	--	2.0	1.6
Tuition & fee remissions	**	--	3.3	2.5
Tuition & fee exemptions	0.2	--	**	**
Funded tuition waivers	11.6	3.0	2.8	4.5
Other institutional grants	1.0	--	**	0.2
Private	0.5	1.1	1.5	1.3
NYS				
TAP	2.8	4.2	1.5	1.8
Regents Scholarship	0.4	0.3	0.3	0.3
Other governmental grants	1.9	--	2.5	2.3
All Grants	19.0	8.6	20.8	20.1
B. LOANS				
NDSL	2.6	10.3	4.0	3.9
GSL				
Administered by NYS	47.5	76.0	53.8	53.6
Administered by other states	0.9	--	7.6	6.0
Institutional	0.1	--	1.0	0.8
Other loans	1.8	--	1.3	1.4
All Loans	52.9	86.3	67.8	65.4
C. STUDENT ASSISTANTSHIPS	26.3	--	5.6	9.6
D. WAGES PAID TO STUDENTS				
Institutional	0.3	--	3.6	2.8
From unrestricted funds	0.2	--	2.0	1.5
From restricted funds	0.1	--	1.6	1.3
College Work Study	1.5	5.1	2.2	2.2
Federal	1.2	4.1	1.7	1.7
Institutional	0.3	1.0	0.5	0.5
All Wages	1.8	5.1	5.8	5.0
E. OTHER STUDENT AID	--	--	**	**
F. TOTAL STUDENT AID	100.0	100.0	100.0	100.0

NOTE: Due to rounding, certain subtotals may be greater than or less than the sum of its subparts.
**Represents less than .05 percent.

Source: NYSED: Postsecondary Research and Information Systems

Table 75
Average Financial Aid Award by Program
Received by Undergraduate Student Recipients in New York State
By Sector 1980-81

(Rounded to the nearest whole dollar)

Sources of Student Financial Aid	SUNY	CUNY	Independent	Proprietary	All Sectors
A. GRANTS					
Institutional	$ 555	N/A*	$1,090	$2,547	$1,021
From unrestricted funds	406	--	1,097	308	1,087
From endowed funds	334	N/A	980	--	909
Tuition & fee remissions	437	--	1,310	916	978
Tuition & fee exemptions	490	--	536	3,372	868
Funded tuition waivers	329	N/A	N/A	--	329
Other institutional grants	1,028	--	1,384	500	1,147
Private	442	N/A	880	872	691
NYS					
TAP	478	576	1,212	1,212	764
Regents Scholarship	250	247	246	274	248
Opportunity Programs	471	379	636	165	472
Other	929	779	949	1,008	938
Pell	867	899	1,075	981	945
SEOG	461	430	666	705	554
Other governmental grants	912	N/A	1,074	1,443	1,025
B. LOANS					
NDSL	694	605	900	417	788
GSL					
Administered by NYS	1,683	1,468	1,891	1,792	1,759
Administered by other states	2,106	--	2,174	2,171	2,168
Institutional	103	--	898	--	599
Other loans	911	795	1,041	--	970
C. STUDENT ASSISTANTSHIPS	634	--	1,288	564	761
D. WAGES PAID TO STUDENTS					
Institutional	506	--	682	777	626
From unrestricted funds	544	--	712	777	650
From restricted funds	404	--	801	--	474
College Work Study	628	838	851	761	779
E. OTHER STUDENT AID	305	--	1,195	444	940

SOURCE: NYSED: Postsecondary Research and Information Systems

*N/A: Not available, identifies when an average could not be computed. A number for recipients was not provided for this aid category.

Table 76
Average Financial Aid Award by Program
Received by Graduate Student Recipients in New York State
by Sector 1980-81

(Rounded to the nearest whole dollar)

Sources of Student Financial Aid	SUNY	CUNY	Independent	All Sectors
A. GRANTS				
Institutional	683	N/A*	1,580	1,139
From unrestricted funds	3,064	--	1,276	1,306
From endowed funds	434	--	1,276	1,245
Tuition & fee remissions	390	--	2,316	2,298
Tuition & fee exemptions	727	--	673	708
Funded tuition waivers	657	N/A	N/A	671
Other institutional grants	1,666	--	2,572	1,761
Private	1,039	N/A	1,525	1,430
NYS				
TAP	370	337	414	392
Regents Scholarship	1,933	4,169	2,242	2,174
Other governmental grants	6,146	--	2,950	3,274
B. LOANS				
NDSL	1,421	1,246	1,830	1,689
GSL				
Administered by NYS	3,203	2,451	3,450	3,334
Administered by other states	3,589	--	4,721	4,678
Institutional	358	--	1,688	1,582
Other loans	1,836	--	2,151	2,058
C. STUDENT ASSISTANTSHIPS	3,262	--	3,622	3,408
D. WAGES PAID TO STUDENTS				
Institutional	840	--	1,761	1,474
From unrestricted funds	584	--	1,597	1,275
From restricted funds	2,915	--	2,830	2,853
College Work Study	883	1,657	1,763	1,535
E. OTHER STUDENT AID	--	--	1,308	1,308

SOURCE: NYSED: Postsecondary Research and Information Systems

*N/A: not available, identifies when an average could not be computed. A number for recipients was not provided for this aid category.

Long-Range Goals and Priorities for Occupational Education in New York State, with Activities Related to Postsecondary Education

1. Provide all individuals with an equal opportunity to participate in quality occupational education and practical arts programs with the necessary support services they need to remain in and receive maximum benefit from these programs.

   A. Provide quality occupational education programs and supportive services that will assist all individuals in meeting their immediate education and career goals and in obtaining skills and competencies necessary to compete in present and future labor markets.

      Activities Related to Postsecondary Education:

      A.1) The quality of occupational education in New York's secondary and postsecondary institutions will be improved through a joint effort by the institution and by the State Education Department's leadership, technical assistance and monitoring activities.

      A.5) Various Bureaus in the State Education Department in conjunction with teacher education institutions will examine: the content of teacher education programs; the certification requirements for various subject areas; teacher recruitment activities and the promotion of teaching as a profession.

      A.6) The quality of occupational education will be improved through the joint efforts of secondary and postsecondary institutions, and the State Education Department by improving the quality and increasing the availability of supervised work experience programs (i.e., cooperative work experience programs, capstone, etc.)

      A.8) The quality of instruction and research at New York's secondary and postsecondary institutions will be improved by increasing the availability of computers to support instructional processes.

   B. Provide programs for out-of-school youth and adults which assist them to overcome barriers to employment (or self-employment) such as the lack of job readiness, basic or job specific skills.

   C. Develop additional prevention programs to reduce the number of dropouts and unemployed youth, including alternative learning programs and programs which focus on the relevancy of occupational and practical arts education to work and life goals.

   D. Provide programs and supportive services for the handicapped in occupational education which are coordinated with other services for the handicapped, such as special education, pupil personnel services, and vocational rehabilitation.

E. Continue efforts to assure equity in occupational education programs and services through staff development, monitoring, technical assistance and other efforts to help eliminate stereotyping and discrimination based on race, color, national origin, sex, handicap, or quotas.

Activities Related to Postsecondary Education:

E.1) The State Education Department will develop or will assist local occupational education agencies to develop promotional, guidance, instructional, placement and other materials and programs that will provide equal access to educational and employment opportunities.

E.3) The State Education Department will: revise financial aid and support policies for the economically and educationally disadvantaged; support the Education Information Centers; and adopt pupil performance standards.

F. Provide prevocational experiences, career education and exploration, guidance and counseling, and improved career information systems so immediate educational and occupational choices will be informed and bias free.

G. Provide practical arts programs that: (1) develop those abilities, attitudes, and basic skills necessary for work, personal, family and community living, and (2) develop the quality to remain a vital part of our changing and complex society.

II. Support the economic development of New York by delivering quality occupational education programs and services at the secondary, postsecondary, and adult levels wiich reflect present and future labor market needs.

A. Ensure the overall quality of occupational education programs by developing relevant curricula; by providing well trained staff and instructors with up-to-date knowledge in their respective fields, and by providing up-to-date equipment and facilities.

B. Develop new and improve existing labor market and management information systems and evaluation and assessment processes so that occupational education programs will be improved and more responsive to labor market and student needs.

C. Establish occupational education as an integral component of economic development activities through cooperative efforts with the Governor's office and other State and local agencies to meet the quick start and specialized training needs of business and industry.

III. Ensure the efficiency of the occupational education delivery system while continuing to maintain program quality and to provide access to comprehensive occupational education programs for all individuals who can benefit from such programs.

A. Promote coordinated state and regional planning of occupational education, including programs and services that foster economic development.

Activities Related to Postsecondary Education:

A.2) Regional occupational education executive committees will continue to be a major means to promote coordinated delivery of occupational education and employment and training programs.

A.3) Regional occupational education executive committees will serve as a principal group in the contact, planning, negotiation and delivery of occupational programs to meet the specialized training needs of employers.

B. Continue to use and improve intra-agency planning and evaluation at BOCES, LEAs and postsecondary institutions which ensure occupational education programs are related to labor market needs and meet students' career goals.

Activities Related to Postsecondary Education:

B.3) The Division of Academic Program Review through its accreditation and program registration responsibilities will improve postsecondary occupational education programs.

B.4) The State Education Department will continue research efforts to identify, on a regional basis, the most efficient and cost-effective program structures for offering quality occupational education.

C. Improve programs articulation and the sharing of equipment, personnel, facilities, etc. among occupational education providers, and between employers and occupational education providers, to reduce duplication or gaps in occupational education programs and services.

Activities Related to Postsecondary Education:

C.2) The Office of Occupational and Continuing Education will review the Education Law and Commissioner's Regulations and will conduct other analyses and studies that examine how to develop a more responsive, flexible and cost effective occupational education system.

C.3) The State Education Department in conjunction with representatives of secondary and postsecondary sectors will develop an articulation plan that allows students to make a smooth transition from secondary to postsecondary occupational education programs.

C.4) The State Education Department in conjunction with adult education representatives will develop an articulation plan for the delivery of adult occupational education programs.

C.5) The State Education Department will establish formal means for linking the higher education master planning process with education and training programs in the private sector where an interest in such connections has been expressed.

D. Improve coordination of all programs and agencies involved in providing employment and training programs at both the State and local level to make effective use of resources.

E. Work with the Governor's office and other State agencies to develop a comprehensive statewide policy for employment and training in New York State.

Source: NYSED, Office for Occupational and Continuing Education, "New York State Program Plan for the Administration of Occupational Education..., Fiscal Years 1983-1987."